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The

Journal of Education

Madras

Vol. IV.] JUNE 1890. [No. 6

THE REPORT OF THE SYNDICATE FOR 1889-90.

The Thirty-fourth Annual Report of the Syndicate of the University of Madras for 1889-90 is before us. It consists of the usual tabular statements and a brief account of the work of the University during the official year. About the middle of May 1889 the Hon'ble Mr. Justice Kernan resigned the Vice-Chancellorship of the University, and his place was filled by the present Chief Justice. No appointments were made to the Senate, though as many as eight names were removed from the list, either through retirement or by death. The Senate was singularly inactive during the year. No more than four meetings were held, and the only important changes introduced were in bye-laws relating to the procedure to be followed at Convocation and in the rules relating to the Affiliation of Colleges. French and German were, we are glad to see, made Optional languages for the B.A. Degree Examination. The Senate has done practically nothing to raise the standard of the Matriculation Examination; the question "still engages their attention."

Financially the University is in a very satisfactory condition, and we have no hesitation in saying that this is to a great extent due to the careful administration of Dr. Wilson, the energetic Registrar. The University has now a reserve fund of Rs. 1,55,000. The rate of remuneration to Examiners was raised during the year under review, but we fear very much that the Syndicate have

benefited the Examiners more than the Assistants, whose remuneration is still decidedly low for the heavy work they have to do.

Coming to the Examinations we find that the number of entrances for the Matriculation Examination has diminished from 7,327 to 7,104, and the number of passes from 1,854 to 1,611, thus reducing the percentage of passes from 25 to 22. The Upper Secondary Examination is evidently making itself felt, though we have little doubt that, as time goes on, the fall in the numbers presenting themselves for the University examinations will be more than made up. It is acknowledged on all hands that the standard of the Matriculation Examination is unduly low, and yet not even one-fourth of the candidates examined secured a pass. This indicates how utterly unprepared the majority of the candidates are.

At the F.A. Examination the number of entrances increased from 1,979 to 2,013, but notwithstanding this increase the number of passes declined from 510 to 359. The proportion of failures at this examination was unprecedented in the history of the University. Mathematics proved to be the fatal subject, the proportion of failures in this subject alone being 71·1 per cent. Numerous complaints were preferred against the way in which the Mathematical examination was conducted, and the Board of Examiners was called upon to submit an explanation. The reply of the Chairman of the Board does not, we think, account satisfactorily for this extraordinary result. We are unable to accept the plea of the universal unpreparedness of the candidates, and trust that the Syndicate will see its way to adopting a system of Moderators, (more than once proposed by us,) who may have the power of mitigating the rigorous marking of the Examiners when necessary.

The results of the B.A. Degree Examination were as usual satisfactory. In the Language Branch 57·2 per cent. and in the Optional Branches 44·8 per cent. of passes were secured. Branch IV, Mental and Moral Sciences, still attracts the largest number, but Physical Science and History are not far behind and appear likely soon to become even more popular than the Philosophy Branch. An improvement is noticeable in the Mathematical results, and hence, it seems to us, the argument of the deterioration of Mathematical study does not hold good in the case of the F.A. students.

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AN EDUCATIONAL LIBRARY AND MUSEUM.

If we are not mistaken there was some talk a few years back of Madras being supplied with an Educational Library and Museum. It would supply a great want, and would, we feel sure, be a great source of attraction to teachers visiting Madras and to other persons interested in education. Now that the Office of the Director of Public Instruction has settled down, finally we hope, in the Old College Buildings, Nungumbaukum, we trust that it will not be long before Mr. Grigg directs his attention to supplying this Presidency with a thoroughly good Educational Library and Museum. We are led to make these remarks through having read an interesting discussion on the subject of 'an Educational Museum,' which took place at the Cheltenham Conference of the Teacher's Guild on the 10th April last. The (London) *Journal of Education* of May 1st gives the proceedings of the Conference in full and we quote here that portion of Mr. Storr's speech in which he seconds the motion of the Rev. Thomas Field, Head Master of King's School, Canterbury, on the formation of an Educational Museum :—

When Mr. Field was asked by the Council of the Guild to move this resolution, and I to second it, we received no instructions how we were to divide the subject between us, and I have not, as perhaps a seconder ought, inquired of the proposer what part he would leave to me. I had intended to trust to the moment, and, after listening to Mr. Field, supply any missing links in his argument, if so skilled a dialectician left any missing, or attempt to drive home his conclusions, without weakening the impressions of so forcible an orator. But our time is very limited, and I know from experience that an extempore speech is longer than a written essay. I have therefore put on paper the considerations, to which I wish to direct your attention. Our Bill is, so to speak, in Committee; the principles have been already accepted, and we have only to consider how we may best carry them into effect. First let me sketch the ideal of an Educational Museum as conceived by the Guild.

1. It would be in close connexion with the Library of which we have already the nucleus, and it will probably be found advisable that the Library and Museum be under the charge of the same officer. With current educational literature we are fairly well supplied, but the Library of the future will furnish materials for the student of the history of education. It will contain a collection of Latin grammars, from Donatus down to Professor Sonnenschein; of linguistics, from the *Janua reserata* down to Mr. Widgery; of arithmetics, from Cocker down to Mr. Sonnenschein *père*; and so forth. The same room will at first (we must begin on a modest scale) serve as a reading-room, and contain all the best periodical literature of France, Germany, and

the United States, blue books, reports of conferences, monographs, &c. There is at present no demand for this kind of literature in England, but *l'appétit vient en mangeant*; but when teachers know that they can without trouble find out the latest views of the best experts on their particular subject, I have no doubt that the supply will create the demand.

2. Closely connected with the Library, yet deserving a separate classification, is the department which deals with the actual working of schools—curricula, time-tables, syllabuses of professors and lecturers, examination papers, specimens of pupils' exercises with the master's corrections. Most of us have seen such a display at the Brussels Conference, the Healtheries, or the Paris Exhibition, and can appreciate their value to the teacher. At present the ordinary English schoolmaster knows less of the methods and practice of his next-door school neighbour than he does of savage manners and customs.

3. To pass to the Museum in its stricter sense. First would come school plant apparatus, including school architecture, plans for cubicles, gymnasiums, &c. School furniture might well be exhibited in a small space by help of models. Such an exhibition is already to be seen on a limited scale at the National Society's Repository and the show-rooms of the Educational Supply Association; but neither of these gives us what we want, because they cater almost entirely for elementary schools, and deal only in articles of home manufacture. Under this head would come plans for ventilation and warming of schoolrooms, a vital question to which Sir H. Roscoe has lately called attention.

4. With the apparatus for history and geography teaching Mr. Field is sure to have dealt, and I need only notice two points. (1) Great as has been the progress of our English map-publishers, Messrs. Stanford, Johnston, and Philips, we must still, as a rule, import from abroad the best maps and models for secondary schools. (2) Pictorial illustrations of history are beginning to be supplied by the Art for Schools Society, and you may judge of its work by the exhibit on these walls. In this direction the Museum will find some materials already to hand. Pictorial illustrations for geography teaching are, with few exceptions, still to seek.

5. Of the scientific department, most important as it is, I shall leave it to those who are better qualified to speak. I may note, however, that in the only branch with which I am acquainted, botany, the models are all of foreign manufacture. (For diagrams, Professor Henslow's still hold their own.)

6. Our Museum should be the mother of museums. It should show how each school should form its own museum, the commercial museum for the great centres of industry, the natural history museum, the historical and antiquarian museum.

7. I hope, too, that in time it will include an anthropometrical department. This is a new science, almost invented, one might say, by Mr. Francis Galton. The Museum would continue and extend the investigations conducted by him and Dr. Warner, encourage schoolmasters to make systematic observations of physical and intellectual capacity and growth, preserve and

tabulate the statistics obtained, suggest new lines of inquiry, and publish the results.

8. This leads me to my last heading. The Museum should serve generally as an educational bureau and an inquiry office. Information as to the best authorities on any given subject, the best school edition of any author, the best maps and illustrations for any country or period of history, the course of study pursued in any class of schools, and all cognate matters, should be obtainable by application to the Curator.

This is an ideal only realizable in time; but, if we can only make a start, I am confident, not only that it will be realized, but also that it will lead to other uses and benefits, some of which I have not even thought of.

A LIST OF GOOD BOOKS.

In accordance with a promise made elsewhere we give a list of good books. We do not say they are the fifty or sixty *best* books in the English Language, but they are all books that we can heartily recommend to our readers. The list can of course be indefinitely enlarged. With, perhaps, one or two exceptions, the books named may be easily obtained from the booksellers in Madras. Those who are fond of good modern novelists and essayists cannot do better than buy the books now being published by Messrs. Macmillan and Co. in their Colonial Library Series.

Poetry and the Drama.

Milton's Poetical Works; Shakespeare's Plays; Byron's Childe Harold; Cowper's Poems; Longfellow's Poems; Campbell's Poems; Scott's Poems; Goldsmith's Poetical Works; Tennyson's Poems; Aytoun's Poems; Morris's Earthly Paradise and other Poems.

Biography.

Trevelyan's Life and Letters of Lord Macaulay; Johnson's Lives of the Poets, (Arnold's Edition); Boswell's Life of Johnson; Stanley's Life of Arnold; Lockhart's Life of Scott; Hunter's Marquess of Dalhousie; Stanhope's Life of Pitt; Hugh Miller's My Schools and School-Masters; Meadows Taylor's Story of My Life; Southey's Life of Nelson; Smiles' Life of George Stephenson.

English Men of Letters Series:—Macaulay, by Morison; Chaucer, by Ward; Southey, by Dowden; Lamb, by Ainger; Goldsmith, by Black.

Ancient Classics for English Readers Series:—Cicero, by Collins; Xenophon, by Grant.

Essays and Criticism.

Bacon's Essays; DeQuincey's Essays; Lamb's Essays of Elia; Matthew Arnold's Essays on Criticism; Lowell's My Study Windows; Emerson's Essays; Macaulay's Essays; Smiles' Self Help.

WORKS OF FICTION,—NOVELS, &c.

Bunyan's Pilgrims' Progress; DeFoe's Robinson Crusoe; Goldsmith's Vicar of Wakefield; Hughes' Tom Brown's School-Days; Dickens' Chief Works (Pickwick, Nicholas Nickleby, Dombey and Son); Kingsley's Westward Ho!, and Hereward the Wake; Mrs. Craik's John Halifax Gentleman; George Eliot's Adam Bede; Thackeray's Vanity Fair; Lytton's Rienzi, and the Last Days of Pompeii; Blackmore's Clara Vaughan and Lorna Doone; Scott's Waverley Novels, (Quentin Durward, Ivanhoe, The Talisman, The Antiquary, Guy Mannering, The Heart of Midlothian, Waverley, &c.)

HISTORY AND TRAVELS.

Prescott's Mexico, Peru, and Ferdinand and Isabella; Motley's Dutch Republic; McCarthy's History of Our own Time; Palgrave's Arabia; Burnaby's Ride to Khiva.

UNIVERSITY EXAMINERS, 1890-91.

Through the courtesy of the Registrar of the University of Madras we are enabled to give a complete list of the gentlemen to whom Examinerships have been offered. Should there be any changes through refusals or otherwise, we shall notify them in our next issue. We have appended to each Examiner's name his official designation, and also noted whether he is a Fellow of the University.

English.

Examiners.—Rev. G. M. Rae, M.A., F.M.U., (*Chairman*), Secretary, Free Church Mission, Madras; R. S. Benson, Esq., M.A., LL.B., C.S., District Judge, South Arcot; J. B. Bilderbeck, Esq., M.A., F.M.U., Principal, Kumbakonam College; Rev. W. H. Campbell, M.A., B.D., London Mission, Cuddapah; Rev. C. W. A. Clarke, M.A., Principal, Noble College, Masulipatam; Rev. James Cooling, B.A., F.M.U., Principal, Wesleyan College, Royapettah; D. M. Cruickshank, Esq., M.A., 1st Assistant, High School, Ernakulam; E. H. Elliot, Esq., B.A., Asst. Professor, Presidency College, and Secretary to the Commissioner, U. C. S. Examinations; W. F. Grahame, Esq., B.A., District Judge, Tinnevelly; A. A. Hall, Esq., M.A., Principal, Teachers' College, Saidapet; James Moss, Esq., B.A., Head Master, Government College, Mangalore; C. A. Paterson, Esq., M.A., LL.B., Principal, Church of Scotland Mission College, Madras; Rev. G. Pittendrigh, M.A., Professor of English, Christian College, Madras; M. T. Quinn, Esq., M.A., Professor of English, Pachaiyappa's College, Madras; Colonel W. Hughes Hallet, M.S.C., F.M.U., Dy. Judge Advocate General; M.R.Ry. C. Nagojee Row Avgl., B.A., Inspector of Schools, Northern Circle; G. Bickle, Esq., F.M.U., Acting Inspector of Schools, Southern Circle.

Assistant Examiners.—A. E. Adolphus, Esq., B.A., Central College, Bangalore; H. Cooney, Esq., B.A., Head Master, St. George's Grammar School, Hyderabad; M.R.Ry. I. Daniel Pillai, B.A., Ag. Principal, St. Peter's College, Tanjore; M.R.Ry. P. S. Ganapati Aiyar, B.A., Uncovenanted Asst., Revenue Board; M.R.Ry. C. T. Hensman, B.A., Asst. Professor, Presidency College; M. F. LaBouchardiere, Esq., M.A., Professor, Trivandrum College; P. E. Messinier, Esq., 2nd Asst., Teachers' College, Saidapet; Rev. C. H. Pelly, M.A., Chaplain, Royapuram; M.R.Ry. J. T. Srinivasakam Pillai, B.A., B.L., High Court Vakil, Palamcottah; M.R.Ry. W. L. Venkataramiah, B.A., B.L., Tutor, Christian College, Madras; Rev. L. B. Wolff, M.A., Principal, A. E. L. M. College, Guntùr; Rev. J. Gnanaolivu, B.A., Vice-Principal, S. P. G. College, Trichinopoly; J. Arbuthnot, Esq., B.A., Head Master, High School, Hassan; M.R.Ry. L. C. Williams Pillai, B.A., Asst. Inspector of Schools, 8th Division; Rao Bahadur S. Appu Sastriar, B.A., Proprietor, Native High School, Kumbakonam; M. Crosse, Esq., M.A., Principal, Hindu College, Tinnevelly; Mr. M. Chakko, B.A., 1st Asst., C. M. S. College, Kottayam; W. L. Bower, Esq., B.A., Head Master, Madrasa-i-Azam, Madras.

Mathematics.

Examiners.—G. H. Stuart, Esq., M.A., F.M.U., (*Chairman*), Professor of English, Presidency College; M.R.Ry. B. Hanumantha Row Avgl., B.A., Lecturer, Kumbakonam College; E. P. Metcalfe, Esq., M.A., F.M.U., Principal, Rajahmundry College; W. B. Morren, Esq., M.A., Professor, Christian College; Rai Bahadur P. Ranganadha Mudaliar, M.A., F.M.U., Professor of Mathematics, Presidency College; John Adam, Esq., M.A., F.M.U., Principal, Pachaiyappa's College; H. A. Williams, Esq., M.A., Principal, Bishop Cotton's College, Bangalore; E. W. Middlemast, Esq., B.A., Professor of Mathematics, Engineering College, Madras; M.R.Ry. S. A. Subramania Aiyar Avgl., B.A., B.C.E., (for B.C.E. Degree only), Asst. Engineer, Nellore.

Assistant Examiners.—M.R.Ry. T. V. Vaidyanatha Aiyar, B.A., Asst., Town High School, Kumbakonam; M.R.Ry. R. Venkataramayya, B.A., Head Master, High School, Tumkur; M.R.Ry. S. Venkobachariar Avgl, B.A., Head Master, Native College, Madura; M.R.Ry. P. Gurusawmy Aiyar, B.A., Asst., Calicut College; M.R.Ry. W. Ramayya Garu, B.A., late Principal, Hindu College, Vizagapatam; M.R.Ry. J. Kolandavelu, B.A., 1st Asst., Wesleyan College, Negapatam; M.R.Ry. P. Mahalinga Aiyar, B.A., Head Master, Municipal High School, Anantapur; M.R.Ry. A. C. Pranatharthihara Aiyar Avgl., B.A., Head Master, Municipal High School, Bellary; M.R.Ry. I. Srinivasa Aiyar, B.A., Asst., Pittapur Rajah's

College, Coconada; M.R.Ry. T. V. Subba Rau Pantulu, B.A., Lecturer, Rajahmundry College; M.R.Ry. T. A. Swaminatha Aiyar, B.A., Assistant, L. M. High School, Madras; M.R.Ry. T. J. Venkatachala Aiyar, B.A., Assistant, Victoria College, Palghaut.

Psychology, Logic and Morals.

Examiners.—Rev. W. Skinner, M.A., (*Chairman*), Professor, Christian College; D. Duncan, Esq., M.A., D.SC., F.M.U., Principal, Presidency College; S. Satthianadhan, Esq., M.A., LL.B., Assistant to the Director of Public Instruction; M.R.Ry. R. V. Srinivasa Aiyar Avgl., B.A., F.M.U., Uncovenanted Assistant, Revenue Secretariat.

History, Political Economy, &c.

Examiners.—J. H. Stone, Esq., M.A., (*Chairman*), Professor of History, Presidency College; W. S. Meyer, Esq., B.A., C.S., Acting Deputy Commissioner, Salt and Abkari; Rev. J. Morel, S.J., Professor of History, St. Joseph's College, Trichinopoly; Rev. J. N. Ogilvie, M.A., Chaplain, Church of Scotland, Bangalore; Rev. G. Patterson, F.M.U., Professor, Christian College; M.R.Ry. S. Seshayya, B.A., F.M.U., First Lecturer, Kumbakonam College; A. J. Cooper-Oakley, Esq., M.A., Professor, Pachaiyappa's College; C. M. Barrow, Esq., M.A., F.M.U., Principal, Doveton College, Madras; Rev. J. Frohnmeyer, F.M.U., Basel German Mission, Tellicherry; E. Marsden, Esq., B.A., F.M.U., Inspector of Schools, Western Circle; Rev. T. H. Dodson, M.A., Principal, S. P. G. College, Trichinopoly; E. Hultzsch, Esq., PH.D., (*for Epigraphy only*), Epigraphist for the Madras Presidency.

Assistant Examiners.—Rev. W. Joss, Principal, London Mission School, Madras; M.R.Ry. C. Krishnaswami, B.A., Head Master, F. C. M. High School, Nellore; M.R.Ry. J. P. Kotelingam, M.A., Principal, Cuddalore College; Mr. D. Lazarus, B.A., Head Master, L. M. School, Vizagapatam; M.R.Ry. A. Subramania Aiyar, B.A., L.T., Assistant, Rajahmundry College; M.R.Ry. V. Swaminatha Jatavallabar, B.A., Head Master, Pachaiyappa's High School, Chidambaram; Rev. J. A. Vanes, B.A., Principal, Wesleyan High School, Bangalore; M.R.Ry. S. Vijiaraghava Chariar, B.A., Assistant, Madras Christian College; M.R.Ry. S. Anantanarayana Aiyar, B.A., B.L., Head Master, A. V. High School, Triplicane; M.R.Ry. G. Subramania Aiyar, B.A., Editor of the "Hindu," Madras.

Optional Languages.

Sanskrit.—G. Oppert, Esq., PH.D., F.M.U., (*Chairman*), Professor of Sanskrit, Presidency College; E. Hultzsch, Esq., PH.D., Epigraphist for the Madras Presidency; M.R.Ry. P. Narayana Chariar, M.A., B.L., Sub-Registrar, Tindivanam; M.R.Ry. M. Seshagri Sastriar Avgl., M.A., F.M.U.,

Asst. Professor of Sanskrit, Presidency College; Syed Ali Bilgrami, Esq., B.A., F.R.S.M., Inspector-General of Mines, H. H. The Nizam's Dominions.

Greek and Latin.—Rev. J. W. Foley, M.A., F.M.U. (*Chairman*), Head Master, Bishop Corrie's School, Madras; H. P. Hodson, Esq., M.A., Principal, Nizam College, Hyderadad; Rev. A. Jean, B.A., D.D., F.M.U., Principal, St. Joseph's College, Trichinopoly.

Arabic, Persian and Urdu.—Rev. E. Sell, B.D., F.M.U., (*Chairman*), Secretary, Church Mission Society, Madras; Shamshululmah Hafiz Mahomed Lutfulla Sahib, Teacher of Persian, Presidency College.

French.—Rev. E. deNoircourt, B.A., (*Chairman*), Professor, St. Joseph's College, Trichinopoly; Rev. J. Bertho, B.A., Principal, St. Joseph's College, Cuddalore.

Tamil Examiners.—M.R.Ry. J. M. Velu Pillai Avgl., (*Chairman*), 1st Asst., Teachers' College, Saidapet; M.R.Ry. P. Sundaram Pillai Avgl., M.A., Professor, Trivandrum College; M.R.Ry. C. W. Tamotharam Pillai Avgl., B.A., B.L., F.M.U., Vakil, High Court, Madras; M.R.Ry. P. Vijiarunga Mudaliar Avgl., F.M.U., Assistant Inspector of Schools, Madras; Rev. S. Gnanamuttu, M.A., F.M.U., Professor, S. P. G. College, Trichinopoly.

Assistant Examiners.—M.R.Ry. T. M. Muttukumara Muppanar, B.A., Lecturer, St. Peter's College, Tanjore; M.R.Ry. S. Narayanaswami Aiyar, B.A., Assistant Lecturer, Kumbakonam College; M.R.Ry. T. R. Ramanatha Aiyar, B.A., L.T., Assistant, Pachaiyappa's College, Madras; M.R.Ry. T. R. Venkataswami Nayudu Garu, B.A., Assistant, Central College, Bangalore; M.R.Ry. S. Gopalaswami Aiyangar, B.A. B.L., Vakil, High Court, Madras; M.R.Ry. D. J. Winfred Pillai, B.A., Assistant Professor, Presidency College; M.R.Ry. N. Subbarayar, B.A., Assistant, Town High School, Kumbakonam; M.R.Ry. T. Balasundara Mudaliyar, Munshi to the Tamil Translator to Government, Madras.

Telugu Examiners.—M.R.Ry. S. Rangiah Chettiar, B.A., (*Chairman*), Professor, Christian College; M.R.Ry. P. Srinivasa Rau Garu, B.A., Assistant Inspector of Schools, Rajahmundry; M.R.Ry. C. Venkataramanujarau Nayudu, B.A., Head Master, VenkatagiriRajah's High School, Nellore; M.R.Ry. K. Viresalingam Pantulu Garu, Telugu Lecturer, Rajahmundry College.

Assistant Examiners.—Rev. D. Anantam, B.A., C. M. S., Bezwada, Kistna; M.R.Ry. M. Kuppuswami Chettiar, B.A., Accountant, Revenue Board.

Kanarese.—M.R.Ry. K. S. Rama Rau Avgl., B.A., (*Chairman*), Lecturer, Kumbakonam College; M.R.Ry. U. Krishnayya, B.A., Asst.,

Mangalore College; M.R.Ry. M. S. Puttanna, B.A., Translator, Chief Court, Mysore.

Malayalam.—M.R.Ry. K. P. Sankara Menon Avgl., B.A., B.L., (*Chairman*), Vakil, High Court, Madras; M.R.Ry. N. Rama Kurup, B.A., Malayalam Pandit, Trivandrum College; J. P. Lewis, Esq., Superintendent, Reformatory School, Chingleput.

Uriya.—Babu B. C. Chatterjea (*Chairman*), Sub-Asst. Inspector of Schools, Berhampore; Babu Sasi Bhushan Palit, Sub-Asst. Inspector of Schools, Chicacole.

Marathi.—M.R.Ry. R. Raghunatha Rau, Dewan Bahadur, F.M.U., (*Chairman*), Retired Deputy Collector, Madras; M.R.Ry. M. Seshagiri Sastriar Avgl., M.A., F.M.U., Asst., Presidency College.

Medical and Science Examinations.

Medicine and Pathology, Materia Medica and Practical Pharmacy, and Hygiene.—Surgeon-Major W. Price, M.D., (*Chairman*), Professor of Surgery, Medical College; Surgeon-Major T. H. Pope, M.D., Professor of Hygiene, Madras Medical College.

Surgery and Surgical Pathology, Anatomy and Ophthalmology.—Brigade-Surgeon E. F. Drake-Brockman, F.R.C.S., F.M.U., (*Chairman*), Professor of Ophthalmic Medicine and Surgery, and Physiology, Medical College; Surgeon-Major H. Allison, M.D., Professor of Anatomy, Medical College.

Midwifery, including Diseases of Women and Children.—Surgeon-Major A. M. Branfoot, M.B., F.M.U., (*Chairman*), Professor of Midwifery, Medical College; Surgeon W. B. Browning, F.R.C.S., Professor of Materia Medica and Pharmacy, Medical College.

Medical Jurisprudence.—Brigade-Surgeon A. Porter, M.D., F.M.U., (*Chairman*), Principal, Medical College; M.R.Ry. H. Rangappa Avgl. B.A., M.B., & C.M., Medical Practitioner, Madras.

Physiology and Zoology.—J. R. Henderson, Esq., M.B. & C.M., F.M.U., (*Chairman*), Professor of Biology, Christian College; A. G. Bourne, Esq., D.SC., F.M.U., Professor of Biology, Presidency College; E. Thurston, Esq., C.M.Z.S., F.M.U., Superintendent, Central Museum.

Botany.—M. A. Lawson, Esq., M.A., F.M.U., Government Botanist and Director of Cinchona Plantations; R. Hollingsworth, Esq., Professor of Botany, Madras Medical College.

General Biology.—A. G. Bourne, Esq., D.SC., F.M.U., Professor of Biology, Presidency College; J. R. Henderson, Esq., M.B. & C.M. F.M.U., Professor of Biology, Christian College; M. A. Lawson, Esq., M.A., F.M.U., Government Botanist and Director of Cinchona Plantations.

Chemistry Examiners:—W. H. Wilson, Esq., PH.D., F.M.U., Professor of Chemistry, Presidency College; H. N. Read, Esq., M.A., Professor of

Physics and Chemistry, Maharajah's College, Trivandrum; Surgeon J. L. VanGeyzel, M.B., Chemical Examiner to Government.

Assistant Examiners.—A. Chatterton, Esq., B.SC., Professor of Engineering, Engineering College; M.R.Ry. M. Rangachariar Avgl. M.A., Third Lecturer, Rajahmundry College; V. J. Staggs, Esq., Assistant to the Professor of Chemistry, and Physiology, Madras Medical College; M.R.Ry. D. Ganapati Row, B.A., Head Master, Native High School, Calicut.

Physics Examiners.—C. Michie-Smith, Esq., B.SC., F.M.U., (*Chairman*), Professor of Physics, Christian College; J. Cook, Esq, M.A., F.M.U., Principal, Central College, Bangalore; G. K. Winter, Esq., F.R.A.S., F.M.U., Telegraph Engineer, M. R. C., Arkonam.

Assistant Examiners.—Rev. E. Pradier, B.SC., Professor of Science, St. Joseph's College, Trichinopoly; M.R.Ry. P. Lakshminarasu Nayudu, B.A., Professor of Science, S. P. G. College, Trichinopoly; R. L. Jones, Esq., B.A., Professor of Physics, Presidency College; Rev. J. M. Vissac, B.SC., Professor of Science, St. Joseph's College, Bangalore.

Law.

Examiners.—H. G. Wedderburn, Esq., M.A., Barrister-at-Law, (*Chairman*), Administrator-General; K. Brown, Esq., M.A., Barrister-at-Law, Law Reporter and Law Lecturer; M.R.Ry. M. O. Parthasarathi Aiyangar Avergal, M.A., M.L., Advocate and Law Lecturer; M.R.Ry. A. Ramachandra Aiyar Avergal, B.L., Judge, Chief Court, Bangalore.

Engineering.

Examiners.—Capt. H. D. Love, R.E., F.M.U., (*Chairman*), Principal, Engineering College; E. W. Stoney, Esq., M.E., M.I.C.E., Engineer, Madras Railway; F. H. Trevithick, Esq., (*for Mechanical Engineering only*), Ag. Agent and Manager, Madras Railway.

NEWS AND NOTES.

LOCAL AND INDIAN.

Mr. H. B. Grigg, C.I.E., Director of Public Instruction, left Madras for Ootacamund on Friday the 30th May.

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Government has sanctioned a grant of Rs. 450 for the purchase of instruments for the Band of the Civil Orphan Asylum, Madras.

***

Rai Bahadur Ranganadham Mudaliar, M.A., Professor of Mathematics, Presidency College, intends taking a year's furlough from 22nd July next.

***

Mr. Mark Hunter, an Oxford graduate, has, we hear, been offered by telegram the Principalship of the Coimbatore College.

***

The question of raising the standard of general educational qualifications for the various medical grades is now before Government.

***

Strenuous efforts are being put forth to complete the building of the Connemara Free Library, now in course of erection in the grounds of the Central Museum, Madras.

***

Mr. H. J. Bhabha, M.A., Fellow of the University of Bombay, has been appointed Educational Secretary in Mysore in succession to Mr. L. Rice, C.I.E.

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The Director of Public Instruction has asked the opinion of the Inspecting Officers as to the desirability of bringing all the Local Fund Normal Schools under Departmental management.

***

Government has sanctioned the retention of the services of the Art Instructor in the Kumbakonam College for a further period of 12 months from the 1st April 1890.

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Consequent on the appointment of Mr. N. Vaidyanatha Iyer to the Head Mastership of the Calicut College, Mr. Messinier reverts to the Teachers' College.

***

Mr. P. Vijiaranga Mudaliar, Assistant Inspector of Schools, 4th Division, retires from Government Service from the 15th July. He has put in nearly 39 years' good service and we hope a liberal pension will be granted him.

***

A Hindu nobleman has offered to give two silver medals to each of the Indian Universities to be presented to candidates that bear the highest moral character. We shall be anxious to see the names of the selected medallists!

***

Government has approved of the proposal of the Director of Public Instruction, that passed students of the Engineering College should undergo training at the Railway Workshops. Government also offers to pay half the premia for such students.

***

Mr. T. T. Logan, B.A., Inspector of Schools, is expected at the beginning of August. He will then resume charge of the Southern Circle of which Mr. Bickle has been in charge during his absence on fur-

lough. Mr. Bickle will then have charge of the Central Circle during Dr. Bradshaw's absence.

***

The Rev. C. Cooper, M.A., Professor of Logic and Moral Philosophy, Madras Christian College, has gone home on eighteen months' well-earned furlough. The Rev. W. Skinner, M.A., and Mr. C. Michie-Smith, B.Sc., are expected to re-join their appointments at the beginning of next term. The Rev. Mr. Skinner is, we hear, to occupy the Philosophy chair.

***

The Director of Public Instruction made a thorough inspection of the Reformatory School, Chingleput on 21st May. His visit will probably result in the extension of the buildings and consequent usefulness of this excellent Institution. Mr. J. P. Lewis, the Deputy Superintendent, deserves the greatest credit for the way in which he manages this school.

***

We are glad to learn that Mr. W. L. Bower, B.A., for many years a Master in the Doveton College, Madras, and subsequently of Trichinopoly and Tinnevelly, has been appointed Head Master of the Madrasi-i-Azam on a salary of Rs. 200 a month rising to 300. Mr. J. W. Coombes, B.A., L.T., who took his Degree from the Doveton College, and was recently in charge of the Madrissa, is appointed permanent 2nd Assistant Master of that institution.

***

We regret to record the death, at the General Hospital, Madras, on 3rd May, of Mr. Thomas Carr Elsworthy, who for a great number of years was Head Master of the High School, now the Victoria College, Palghaut. In his day Mr. Elsworthy did excellent service, but his health was of late very bad and he had taken long leave preparatory to retiring. He may be said to have died in harness.

***

Government has issued an order that in addition to the Primary School examination, *Karnams* should qualify in (*a*) village accounts, (*b*) the powers and duties of village officers, (*c*) surveying, and *Monegars* and *Munsifs* in (*a*) the powers and duties of village officers, (*b*) village sanitation. The examination in special subjects is to be conducted by the Collectors and Assistant Collectors.

***

The Inspectors of Schools, Inspectresses of Girls' Schools, and Asst. Inspectors of Schools (through the Inspectors) have been requested to report whether they consider any changes should be made in the Test for appointment to the grade of Sub-Assistant Inspectors, and, if

they consider changes desirable, to specify the same. They have also been requested to state whether, in their opinion, a Higher Test should be introduced for qualification for the appointment to the grade of Assistant Inspectors, and, if so, to suggest a suitable Test.

Literary and General.

The *Educational Times* states that an International Education Congress is to be held in Brussels this summer, at which the creation of an International Education league will be proposed.

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At a meeting of the National Indian Association held at the Westminster Town Hall, London, on the 31st March, Mr. Frederic Harrison read a very interesting paper on some Great Books of English History.

***

Professor J. W. Hales, as Clark Lecturer in English Literature of Cambridge, is delivering a course of six lectures on Shakspeare's Tragedies. We hope these lectures will shortly be given to the world.

***

There are nearly 500 Colleges in America that confer Degrees. Of these the Michigan University sends the largest number of its graduates to Congress. To us it seems that American Degrees would be looked on with more respect if the 500 Colleges were reduced to 5.

***

There is a fine old Edward VIth's Grammar School at Bruton in Somersetshire, called the King's School, with which we are not unacquainted. We note that a Mr. D. E. Norton of Keble College, Oxford, late an assistant Master at Brighton College, has been appointed to the Headmastership of this School.

***

Cornell University in America has recently received a gift of £ 60,000 to form an endowment for its library. When will some rich native gentlemen come forward in this Presidency, and give liberal endowments to the library of the University, and to the new Connemara Public Library, which is, we are glad to see, being vigorously pushed on with?

***

An effort is being made to find a new word to express the fact that one is travelling by a train driven by electricity. "The man in the street" will no doubt eventually settle the word. For work done with the type-writing machine the word to be used is "manuprint." At the request of a manufacturer of patent medicines, we ourselves coined

a new word in 1883; that word is *Hippacea*—the well-known ointment for horses.

***

Miss Jagannadham, a daughter of the Rev. Mr. Jagannadham of Vizagapatam, has, we learn from the *Christian Patriot*, taken the medical degree of L. R. C. P. E. (*i.e.*, Licentiate of the Royal College of Physicians, Edinburgh). She is the first native lady that has ever taken a European degree in medicine, as she was also the first female matriculate of the Madras University. We heartily wish her success in the career she has chosen.

***

We learn from an Indian contemporary, says the *Private Schoolmaster*, that at least one Inspector of Schools in India regularly asks his teachers "To what educational periodicals do you subscribe?" The assumption on which he proceeds is evidently that a teacher who does not read any educational paper is hardly worthy of a place among the ranks of teachers. Teaching is now-a-days more and more a profession, and it is, therefore, becoming increasingly necessary that teachers, as members of other professions, should keep themselves in close touch with all that is going on in their profession, and this can be done by no means so effectually as by taking in and carefully studying some educational paper.

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The Chairman of the Bradford School Board is anxious, says the *Educational Times*, to awaken and foster among young teachers an interest in the study of the scientific principles which underlie education as a science, and teaching as an art. As a means of encouraging such studies, he has offered six prizes for success in an examination in Psychology in its Relations to Education. The first examination will be held about the close of the present year. The examination will be a written one. The competition will be open to the two following classes of teachers:—(1) Junior teachers at the end of their fourth year; (2) Assistants in the first year of their assistantship after the end of apprenticeship. The examination will be in Professor Sully's "Teacher's Handbook of Psychology."

***

As seems but natural, the teachers of the manual training shops in the city schools of Paris were artisans at first, and to a great extent they are now. The government, however, became convinced that this instruction being a part of the public educational system, should be given by professional teachers, and to that end a teachers' normal school was established in 1882. To this school 72 teachers were admitted after a rigid examination. After they graduated the government placed them

as teachers in the different normal schools of the country, and thus introduced manual training systematically. In order to obtain a sufficient number of teachers of manual training, the government arranges for an annual examination which consists in shopwork, mechanical drawing, and modelling. He who passes this examination receives a diploma and soon finds a place. The additional work secures such a teacher an additional salary of three hundred francs. At present all the 91 normal schools of France are prepared to give manual training. The instruction embraces drawing and modelling, joining and turning, forging and tool-making, moulding and casting, wood engraving and stone engraving. These normal schools furnish the country an average of 1,800 teachers per year, each one of which receives (during three years) 480 hours manual training lessons (4 hours per week). In the normal school at St. Cloud, in which normal school teachers are trained, one of the conditions of admission is familiarity with the course in manual training and skill in the use of tools.—*The Teacher* (*New York*).

***

I once visited a large high school, one of the best in the country, with a science teacher whose studies have won him the respect of his fellow-workers. But for some reason, on that day at least, he failed to bring his own knowledge into the class-room. I heard him quizzing a class of boys and girls on animals—not on the animals of the woods and fields, not on the animals before them, for there were none, but on the edentates of South America. An especial point was to find out whether it is the nine-banded armadillo (*novemcinctus*) or the three-banded armadillo (*tricinctus*) which does not dig a hole in the ground for its nest. The book, written by a man who did not know an armadillo from a mud turtle, gives this piece of information. It was in the lesson and the students must get it. And on this and like subjects these boys and girls were wasting their precious time—precious because if they do not learn to observe in their youth, they will never learn, and the horizon of their lives will be always narrower and darker than it should have been. Already the work of that day is a blank. They have forgotten the nine-banded armadillo and the three-banded, and so has their teacher, and so have I. All that remains with them is a mild hatred of the armadillo and of the edentates in general, and a feeling of relief at being no longer under their baleful influence. But with this usually goes the determination never to study zoology again. And when these students later come to the college, they know no more of science and its methods than they did when at the age of one year they first cried for the moon. —D. S. JORDAN, *in the Popular Science Monthly*.

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Among the great discoveries of the nineteenth century, says the (London) *Journal of Education*, perhaps one of the most valuable is that the young may learn from many things besides books. In the schoolroom we are at length appealing to the eye, bringing in *oculis subjecta fidelibus*, and also employing the hand. The educational use of the hand was, to be sure, thought of before the present century. *e.g.*, the Quaker John Bellers, just 200 years ago, recommended knitting, spinning, turning, &c., for both boys and girls; and he says: "Thus the Hand employed brings Profit, *the Reason used in it makes wise*, and the Will subdued makes them good." This was in 1696. In the *Instructions to Inspectors*, 1890, we read: "The difficulty which has hitherto prevented the recognition of manual training as part of the ordinary course of instruction in an elementary school has been removed" (§36). Now that we have advanced to this point we should watch with additional interest the experiments going on in other countries. In the New England *Journal of Education*, of 10th April, we see a detailed account, by Mr. C. W. Parmenter, of a great manual training-school at Cambridge, Mass. A wealthy man, Mr. F. H. Rindge, has given some £50,000 to his native town, and with a portion of this he has built this school and thoroughly equipped it. All expenses connected with it he undertakes to pay for three years. In this country we, too, have the institution maintained by the City Guilds under the superintendence of Sir Philip Magnus. But what we specially need is experience that may be turned to account in our elementary schools, now that "the difficulty of recognising manual training is removed."

***

We observe, says the *Private Schoolmaster*, that Mr. Brudenell Carter's pamphlet, "On the artificial production of stupidity at schools," has just been published in New York by Kellogg and Co. This excellent brochure, one of the most trenchant essays upon the question of education that has ever appeared, was first printed in England in 1859. The work opens with a discussion of stupidity in general that should put even the stupidest reader in good humour with the writer; then, after showing how other things may be cultivated, such as strength, valour, honesty, the author turns to the cultivation of stupidity. He is convinced that a very large proportion of the stupidity now existing in the world is the direct result of influences, educational and social, that operate to the prejudice of the growing brain. It is manifest that the education of a child may be conducted in the direction, and to the extent, in which it is possible to educate a horse, a dog, or an elephant, without necessarily trenching upon, or at all arousing, any faculty that is distinctly human in its nature. The ways in which this is done are

shown and explained with a manner and detail that seem most amusing, until we feel their terrible solemnity. The production of stupidity is going on everywhere; and teachers should read Mr. Carter's little essay if they can get it.

REVIEWS AND NOTICES OF BOOKS.

MILTON'S SAMPSON AGONISTES, edited with Introduction and Notes by C. S. Jerram, M.A., Worcester College, Oxford, London: Rivington's, 1890. Price 2s.

This is a very excellent little edition of Milton's dramatic poem. The notes are extremely good, and no difficulty has been shirked. The Introduction, though interesting and well-written, is, we think, somewhat unsystematic The get-up is uniform with the other volumes of Messrs. Rivington's well-known 'English School-Classics Series.'

FAIRY TALE BOOKS, by ANDREW LANG. London: Longmans & Co. 1890. 7 Vols. *from* 8*d.* *to* 1*s.* 4*d.*

These seven little books, beautifully printed in large type, illustrated and strongly bound, form a portion of Longmans' 'Supplementary Readers Series.' They are based on the Tales in the "Blue Fairy Book" by Andrew Lang. We received these books when our house happened to be full of children to whom we immediately handed them over so that we might obtain the unbiassed opinions of those for whom they were intended. The unanimous opinion of the children is that they are "jolly books." The only fault they have to find with them is that they are "not long enough." We consider the books thoroughly well suited for children and have no doubt that their many excellent points will cause a large demand for them.

HANDBOOK OF ENGLISH LITERATURE, by R. MCWILLIAM, B.A., Inspector to the School Board for London (Part IV. Swift to Cowper). London: Longmans & Co.

We have already noticed the previous parts of this book. It is well got up, but we are unable to see that it is an improvement on the many books on English Literature that have preceded it. "An attempt has been made in this volume" says the author in his Preface, "to indicate the great characteristics of this period (Swift to Cowper), to trace the progress of poetry from an artificial style to a simple and natural one, to describe the spiritual deadness and scepticism of the age, and to mark the upspringing of the prose romance." In this attempt we are bound to admit that the author has been fairly successful. In the next and final volumes the author proposes to show "how the

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tendencies of the last century have been modified by the French Revolution and to give some accounts of the poets and novelists and historians and men of science of this age."

CHAUCER'S PROLOGUE TO THE CANTERBURY TALES with Introductory Notices, a Modern Prose Version of the Poem, Notes, Questions and Glossary, by J. CREIGHTON. Madras: V. Kalyanaram Iyer, 1890.

This book forms one of a series now being published by Mr. V. Kalyanaram Iyer under the title of "THE INDIAN UNIVERSITY SERIES." We may say at once that these books are got up in excellent style,—the printing, paper, and binding leaving scarcely anything to be desired, and for this the Lawrence Asylum Press and the enterprising Publisher deserve all praise.

Mr. Creighton has done his work admirably and proved himself a sound English scholar. The Madras University recognised his qualifications in this direction by appointing him one of its English Examiners in 1888 and again in 1889. As we have ourselves recently published, with Life, Introduction, Notes, &c., an edition of Chaucer's *Prologue* for the B.A. Examination of 1891, we feel some diffidence in dealing with Mr. Creighton's book, but we must honestly say that, after a comparison of it with our own edition, we are unable to give the palm to either. Both are, we think, trustworthy guides to students. Messrs. Tawker Sadananda & Co. are the Publishers of our own edition.

DIFFERENTIAL CALCULUS WITH APPLICATIONS AND NUMEROUS EXAMPLES. An Elementary Treatise, by JOSEPH EDWARDS, M.A. London: Macmillan and Co.

We are glad to be able to recommend Mr. Edwards's book on the Differential Calculus as a perfectly suitable text-book for students preparing for the examination for the Degree of Bachelor of Arts of our University. Benjamin Williamson's book on the Differential Calculus is still entitled to the first place for completeness and fulness of treatment; but as a text-book for Schools and Colleges, we are strongly inclined to think that the palm must be awarded to Mr Edwards's book. We note with satisfaction that Mr. Edwards gives in some cases geometrical proofs and methods in preference to purely analytical processes. Unless this is frequently done in the text-book used or by the teacher, the true geometrical meaning of differentiation is apt to be lost sight of, and the processes of differentiation are likely to appear to the student to be a species of mathematical jugglery, the result required coming out somehow after going through processes which in themselves are unintelligible. We agree with the author in regard to

the desirability of introducing the treatment of plane curves at an earlier stage than usual. This course has the great advantage of stimulating in the mind of the learner interest and curiosity as to the properties of the curves discussed, and of making clear and intelligible the subsequent treatment of maxima and minima. One of the many defects of Todhunter's text-book on this subject is the omission to bring into prominence the intimate relation between the theory of curves and the theory of maxima and minima. Other noteworthy features of Mr. Edwards's book are the use of hyperbolic functions and of symbolical operations. The illustrative examples introduced throughout the text admirably serve the purpose of guiding and helping the student in the solution of the more difficult problems given at the ends of the chapters,—problems which are sufficiently numerous and varied in character. To its many other recommendations, the book under review adds the not unimportant one of being cheap and handy. We should like to see Mr. Edwards's book take the place of the text-books now in use in the Colleges of Southern India.

ANCIENT HISTORY FOR F.A. CANDIDATES OF THE UNIVERSITY OF MADRAS.—PART I. GREECE. By S. SUBRAMANIA SASTRY, B.A., Professor, S. P. G. College, Trichinopoly.

Taking it for granted that the historical facts contained in this little work are accurate (the author acknowledges he has taken them from Schmitz's Ancient History) we consider that he has adopted a very sensible plan by dividing the subject, naturally confusing, into Periods—these being indicated by divisions into Books. The portion required to be studied for the F.A. Examination is divided into six Books, each Book containing a certain number of chapters. This arrangement will certainly help the student to keep his facts apart and not to confuse them, as is very frequently the case with those who study Schmitz. We observe that the author has used language adapted to the understanding of Indian students. This we regard as a wise measure, as we consider the language employed in some of the earlier chapters of Schmitz History of Greece somewhat above the intelligence of the average student who has just emerged from the Matriculation class; we refer especially to the chapters on the mythology of Ancient Greece and on Art and Philosophy. It would have added to the usefulness of the work if a Map of Ancient Greece had been appended to the book itself. A separate Map is not always handy and is frequently mislaid. The author deserves praise for presenting this subject in a more handy form than is found in the books at present used. The contents of each paragraph as shown in the margin are an additional aid to memory.

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MUTTUVIRIYAM OR PANCHALAKSHANAM. A complete Tamil Grammar, in easy style. Published at the Office of the "Cosmopolite." No. 1, Ritherdon Road, Madras. Price Re. 1, Postage extra 2 annas.

This is a book on Tamil Grammar written by Muttuvira Upadyayar, a Tamil scholar living at Trichinopoly and well known in that and in the neighbouring districts, and is called Muttuviriyam after the author's name. It is also called Panchalakshanam, as it is divided into five parts, from pancha, 'five,' and lakshanam, 'a science.' The five parts of the book are the Eluttadikaram, 'orthography;' the Sólladikaram, 'etymology,' the Poruladikaram, 'the science of the subject matter of poetry;' the Yappadikaram, 'prosody;' and the Anniyadikaram, 'rhetoric.' Of these five parts, the third, that is the Poruladikaram requires some explanation, as it is a science peculiar to the Hindus, and has nothing corresponding to it in the Western literatures. It is divided into two parts, the Agapporul, 'inner subject,' that is, love; and the Purapporul, 'external subject,' that is war. The Agapporul contains rules for the description of love from its very birth to its perfect development through a variety of stages, the details of which are elaborated with extreme minuteness, and each of which has a particular designation. The poet who writes amatory poems in conformity to those rules has to describe every stage of love as given in the commentary of the Iraiyanaragapporul, the Tanjavanankovai, and the like. The Purapporul treats of the wars of kings and is divided into eight parts; the first, the seizing of the cattle of the enemy; the second, the recovery of the cattle seized by the enemy; the third, marching against the enemy; the fourth, attacking the enemy; the fifth, defending one's own fortress or castle attacked by the enemy; the sixth, capture of the enemy's fortress or castle; the seventh, fighting with the enemy so as to terrify him; and the eighth, obtaining victory and driving the defeated enemy out of the field of battle.* But the Tolgappiyam, which is the most ancient Tamil grammar extant, is divided only into three parts, the Eluttadikaram, orthography; the Sólladikaram, 'etymology,' and the Poruladikaram; and this last part includes the Agapporul, Purapporul, prosody, rhetoric and other subjects. The Ilakkanavilakkam, a great and complete work on Tamil grammar like the Tolgappiyam, is divided into three parts like the latter. But the book under review differs from the above two works, and is divided into five parts as already stated.

The author is still living, and is very old, and is supposed to have mastered the whole grammatical literature of the Tamil language.* He

* These parts are named Vetchi, Karandai, Vanji, Kanji, Nochchi, Ulinai, Tumbai, Vagai, respectively, from the flowers of those names, which are to be worn by the hero in the eight kinds of hostile operations mentioned above respectively.

has however written his work in the antiquated style of the Tolgappiyam, and in the Asiriyappa and Agaval metres in which most of the ancient Tamil works were written. In many places he has simply quoted the aphorisms or sutrams of the Tolgappiyam, the Nannul, the Agapporul-vilakkam and the Dandiyalankaram *verbatim* or with slight verbal alterations as the author of the Ilakkanavilakkam has done. Now-a-days, when students and teachers have to learn so many subjects, and cannot be confined to a life-long study of one language, its grammar and its literature alone, as was the case in olden times, there is a demand for works written in easy prose in which the subject may be learnt without any such difficulties as beset the study of the ancient works in Sanskrit and other Indian languages. What a boon would it be if the work under review were written in an easy prose style with the rules not in the form of short aphorisms, which require amplification and explanation, but fully and precisely stated, and not needing any explanation! It is to be deeply regretted that Tamil grammarians have generally followed the usage of Sanskrit grammarians, and have borrowed from the latter the method of stating the rules in the form of aphorisms in verse, in short aphorisms, which instead of stating each rule and definition fully, merely hint or make partial, indefinite or wrong statements; and the imperfections and errors of these rules have to be rectified by the commentator. In defence of such a mode of treatment, the grammarians have invented thirty-two uttis or devices, and one of these is உரையிற்கோடல், which means filling up or supplying in the commentary. According to this device, if a grammatical rule is imperfect or unprecise, the corrections and amplifications must follow in the commentary; and no student should find fault with the original aphorisms. Most of these devices are used to regulate the interpretation of the original rules. It is, however, a redeeming feature of the book under review that each aphorism is followed by a short comment which is intelligible and contains only as much as is wanted.

As the work is very recent, we naturally expect that the subject will be fully treated, and that there will be no error or imperfection, but we have been much disappointed. To give a few instances. In page 95 the author borrows the following sutram from the Tolgappiyam,

கண் கால் புறமுக முன்னுழை கீழ்மேல்
பின்சா ரயல் புடை தேவகை யெனாஅ
முன்னிடை கடைதலை வலமிட மெனாஅ
அன்ன பிறவு மதன் பால வென்மனார்,

putting in the place of தேவகை, பாதேவகை in the second line and adding the word ஆல் between முன் and இடை and omitting தலை in the third line. We do not know what is meant by பாதேவகை but, taking

மா as a mistake for பா, we read it as பாறேவகை and divide into பால் and தேவகை. பால் is a locative suffix, which should be mentioned in the sutram. As for தேவகை, Senavaraiyar himself, a commentator of the Tolgappiyam, says that it is a திசைச்சொல், 'a local word,' and does not give any instance of its use as a locative suffix. But the author of the book in question in his predilection for the Tolgappiyam introduces this rare and useless suffix, and omits many of the suffixes mentioned in the Nannul, such as வாய், திசை, வயின், முதல், பாடு, அளை, தேம், வழி, உழி and உளி. This is really a great omission. What is the meaning of the word நால் in the third line after முன ? We are sure that it is not intended to be a suffix of the locative case. In page 100, our new grammarian gives the following sutram :—

ஐ, கு ஆனொடு வருஉ மிறுதி
அவொடு சிவணும் யாப்பின் மருங்கே

which is identical with the corresponding sutram of the Tolgappiyam except that our author changes the order of குஐ into ஐகு and inserts யாப்பின்மருங்கே for செய்யுளுள்ளே in the second line of the sutram of the Tolgappiyam, and by the way அவொடு is a typographical mistake for அவ்வொடு and is not corrected in the errata. The meaning of the sutram is that the casal suffixes ஐ ஆன் and கு are not modified in poetry as அ, ஆன and க respectively. In the following sutram of the Tolgappiyam the author says that in the neuter this modification does not take place with regard to கு and ஐ. This is clear enough. But in the Muthuviriyam the author says, in the following sutram அஃறிணை மருங்கின் ஆன் அவ்வாகும், that in the neuter ஆன் will become அ; but the question arises whether ஐ and கு in the neuter will be modified as அ and க respectively? This question is answered only in the commentary in which the word ஒன்றுமே, "only one," is added to complete the rule. Our author's rules in this case are wanting in precision, whereas the corresponding rules of the Tolgappiyam and the Nannul are very precise.

Again in page 110, Muttugira Upadyayar gives all the suffixes of the first person singular mentioned in the Tolgappiyam, but omits அன் which is given in the Nannul. This omission is glaring and unaccountable. The suffix, though it did not exist in the time of the Tolgappiyam, had been in use in the time of the Nannul, and is frequently met with in later authors. Accordingly Sankaranamachivayar, the author of the Viruthiyurai, a commentary of the Nannul, says தன்மை யொருமைக்கண் அன்விகுதியும் பன்மைக்கண் ஓம் விகுதியும் புதியன புகுதல, which passage means "The suffix அன் in the first person singular and

கும் in the first person plural have come into use according to later usages." In the Ilakkanavilakkam, a big work on Tamil grammar, written about 250 years ago by Vaidiyanathadesikar, the author has simply borrowed the sutram of the Nannul which gives the suffixes of the first person singular, and this, we think, is a far better course than the omission of the suffix அன்.

But in spite of such defects, we must admit that the book is ably written and displays great learning and experience. It treats of all parts of Tamil grammar, and contains much matter within a small compass, and in that respect it is better than the Nannul, the Neminádam, and other works. The commentary of each sutram is written in an easy style, and will be of much help to students. It is always to the point, and avoids such useless and unnecessary discussions as abound in the commentaries of the Tolgappiyam and the Nannul. The book is printed in a neat and convenient form, and the paper, typography and the general style of the book are good. We have much pleasure in recommending the book to students and teachers of the Tamil language.

We beg to acknowledge the receipt of the following books which we hope to notice in our next issue :—

1. Thornton's Advanced Physiography. (Longmans' Advanced Science Manuals. Price 4s. 6d.)

2. National Health—Abridged from "The Health of Nations" by Sir Edwin Chadwick, K.C.B. By Dr. B. W. Richardson, F.R.S. (London—Longmans, Green & Co. Price 4s. 6d.)

The following Magazines have also been received :—New England *Journals of Education* for April 1890; The Boston *Popular Educator* for April 1890; The London *Journal of Education* for May 1890; The London *Educational Times* for May 1890; The *Private School-Master* for May 1890; *India's Young Folks* for May 1890; The *Christian College Magazine* for May 1890; The *Bombay Educational Record* for April 1890.

CORRESPONDENCE.

To the Editor, Journal of Education, Madras.

THE MISTAKES OF AN ANNOTATOR.

SIR,—Please allow me to point out in your valuable columns two mistakes committed by the gentleman who annotated *Myers' Wordsworth* for the B.A. Examination of 1890. The passage annotated runs thus :— "One of these favoured days occurs in spring-time, when the soft air is breathing over the blossoms and new-born verdure, which inspired

Buchanan with his beautiful *Ode to the first of May*; the air which, in the luxuriance of his fancy, he likens to that of the golden age,—to that which gives motion to the funereal cypresses on the banks of Lethe; to the air which is to salute beatified spirits when expiatory fires shall have consumed the earth with all her habitations." The note is on the name *Buchanan* and says that the person referred to is "Andrew Buchanan, who in 1817 published a volume of poems called '*Rural Poetry*'." This is wrong. Wordsworth here refers to George Buchanan (1506-1582), the famous Scottish reformer, historian, scholar, and Latin poet, and the tutor of Gilbert Kennedy, Earl of Cassilis, of James Stuart, the natural son of James V, of Montague, of the ill-starred Mary, the Queen of Scots and, lastly, of her son James I. One of his Latin poems is the *Ode to the First of May* referred to by Wordsworth. It is a short poem and a translation of it by Robert Hogg is printed in Chambers' *Cyclopædia of English Literature*, Vol. I.

Calendæ Maiæ.

Salvete sacris deliciis sacræ
Maiæ calendæ, lætitiæ, et mero,
    Ludisque dicatæ, jocisque,
    Et teneris Charitum choreis.
Salve voluptas, et nitidum decus
Anni recurrens perpetua vice,
    Et flos renascentis juventæ
    In senium properantis ævi.
Cum blanda veris temperies novo
Illuxit orbi, primaque secula
    Fulsere flaventi metallo
    Sponte sua sine lege justa:
Talis per omnes continuus tenor
Annos tepenti rura Favonio
    Mulcebat, et nullis feraces
    Seminibus recreabat agros.
Talis beatis incubat insulis
Felicis auræ perpetuus tepor,
    Et nesciis campis senectæ
    Difficilis, querulique morbi.
Talis silentum per tacitum nemus
Levi susurret murmure spiritus,
    Lethenque juxta obliviosam
    Funereas agitat cupressos.
Forsan supremis cum Deus ignibus
Piabit orbem, lætaque secula
    Mundo reducet, talis aura
    Aethereos animos fovebit.
Salve fugacis gloria seculi,
Salve secunda digna dies nota,
    Salve vetustæ vitæ imago,
    Et specimen venientis ævi.

All hail to thee, thou First of May,
Sacred to wonted sport and play,
To wine, and jest, and dance, and song,
And mirth that lasts the whole day long!
Hail! of the seasons honour bright,
Annual return of sweet delight;
Flower of reviving summer's reign,
That hastes to time's old age again!
When *spring's mild air at nature's birth*
First breathed upon the new-formed earth;
Or when the fabled age of gold,
Without fixed law, spontaneous rolled;
Such zephyrs, in continual gales,
Passed temperate along the vales,
And softened and refreshed the soil,
Not broken yet by human toil;
Such fruitful warmths perpetual rest
On the fair islands of the blest—
Those plains where fell disease's moan
And frail old age are both unknown.
Such winds with gentle whispers spread
Among the dwellings of the dead,
And shake the cypresses that grow
Where Lethe murmurs soft and low.
Perhaps when God at last in ire
Shall purify the world with fire,
And to mankind restore again
Times happy, void of sin and pain,
The beings of this earth beneath,
Such pure ethereal air shall breathe.
Hail! glory of the fleeting year!
Hail! day the fairest, happiest here!
Memorial of the time gone by,
And emblem of futurity!

Now that Wordsworth's allusion has been correctly explained, I shall not stop to discuss whether the Annotator has been deceived by a remembrance of any similar passage in the "*Rural Sketches*" of Andrew Buchanan, a poet so obscure that no dictionary-maker even mentions his name. I pass on to another erroneous 'note.' In p. 12

of the text, is found the following :—"He has recorded with especial emphasis a certain sunrise which met him as he walked homewards from one of these scenes of rustic gaiety,—a sunrise which may be said to have begun that poetic career which a sunset was to close." The note on this passage says that *sunset* is here "metaphorical" and it "refers to the death of the poet, who like the sun had shed light upon the world." If so, the passage, which with its antithesis between sunset and sunrise reads so grandly, only conveys the tame meaning that his poetic career began with a sunrise and was closed by a death, *i.e.*, by his death. What peculiarity there is in death closing a poetic career, any more than its closing any other earthly career, and why Mr. Myers should have constructed such a beautiful sentence to convey such a tame idea, I cannot understand. In fact, the Annotator seems to feel this incongruity himself for he says "the word *must* be taken in this way, because Wordsworth died at noon exactly on Tuesday, April 23rd, 1850." The following extract from Henry Morley's *First Sketch of English Literature* shows what Mr. Myers refers to, and that the *sunset* in question is a literal and not a metaphorical one :—"In 1850, on the 10th of March, he attended service at Rydal Chapel for the last time. In the evening he walked to Grasmere through a keen north-east wind, called at a cottage, and sat down on the stone-seat of the porch to watch *the setting sun*. He was eighty years old, and lightly clad. There followed, after a few days, a fatal inflammation of the throat and chest. . . . He died on the 23rd April, 1850." Another, and, I believe, a fanciful interpretation is suggested by the following remark of John Morley's in his introduction to his edition of Wordsworth. "Our last glimpse of Wordsworth in the full and peculiar power of his genius is the ode *composed on an evening of extraordinary splendour and beauty* (1818). . . . . . He lived for more than thirty years after this fine composition. But he added nothing more of value to the work than he had already done."

10th May, 1890. *POTOSI.*

[We have thought it well to add to our correspondent's letter the Latin of Buchanan's poem from the Elzevir Edition of 1676 in our possession.—ED. J. of E.]

Tamil Translation.

SIR,—The Examiner in Tamil Translation for the Special Middle School Examination actually *murders* Wellington's horse, and thereby also murders elegant Tamil. The passages for translation from Tamil into English are evidently renderings from the English, and I am sorry to observe that they abound with inaccuracies, inelegant expressions and violations of Tamil idiom. The following is extracted from the said question paper.

1. While speaking of Wellington's horses, it is said, "ஒரு குதிரை கொலை செய்யப்பட்டது" *i.e.* one of the horses was *murdered*.

2. முந்தினதோழன் கொலைசெய்யப்பட்டதுமுதல் Since the *murder* of his former companion.

The Tamil people scarcely ever use கொலைசெய்ய in the sense of "kill."

A TEACHER.

UNIVERSITY OF LONDON.

As the constitution of the Indian Universities was based on the present constitution of the London University, we take it for granted that educationists throughout India are watching with interest the great movement now at work for recasting their model on broader and better lines. This in fact is a problem that may some day be brought home to ourselves, though it can hardly, as yet, be called ripe for consideration here in Madras.

The Bombay University thinks differently, however, and like an irreverent daughter does not wait for the great issue to be settled at home, but is already pledged very determinedly to reform. Now, the London University may be said to have been founded by the Royal Charter of December 5th, 1837, and the Madras University was founded by the Act of Incorporation of September 5th, 1857, just about 20 years later. If the same ratio is observed with regard to the refashioning as was with regard to the founding, then we may expect to be called on in a couple of decades to convert the Examining University of Madras, into something like a Teaching University with a constitution somewhat similar to the following.

SCHEME FOR THE RECONSTITUTION OF THE LONDON UNIVERSITY

I.—*Objects of Incorporation.*

1. The purposes of the incorporation of the University to be so defined as to include, in addition to the existing purposes, the promotion of regular and liberal education throughout Her Majesty's Dominions, and especially in the metropolis and its neighbourhood."

II.—*Constitution, &c.*

2. The University to consist of—i. Senate, ii. Convocation, iii. Constituent Colleges, iv. Faculties, v. Boards of Studies, with the Queen as Visitor.

III.—*Senate.*

3. To consist (in its final form) of the Chancellor and 37 Fellows to be appointed as follows:—

i. The Chancellor and nine Fellows to be nominated by the Crown (hereinafter called Crown Fellows) 10

ii. The Chairman of Convocation and nine other Fellows to be elected by Convocation (hereinafter called Convocation Fellows) 10

iii. Twelve Fellows to be elected by the Faculties	12
iv. If and when University and King's Colleges, London, respectively shall become constituent Colleges, the President of University College, London; the Principal of King's College, London	2
v. The President or Chairman of each of the following bodies (hereinafter respectively called the Royal College, and the legal Bodies), if willing to act, viz., the Royal College of Physicians of London; the Royal College of Surgeons of England; the Council of Legal Education; and the Incorporated Law Society	4
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4. If and whilst any Faculty shall not be constituted by reason of a deficiency of Constituent Colleges or for any other reason, the Crown may nominate Fellows in lieu of the Fellows to be elected by such Faculty, and such nominated Fellows shall have all the powers of and be subject to all provisions relating to Fellows in whose place they are nominated.

5. The Senate may resolve that the president or principal or other chief officer of any Constituent College for the time being shall ex-officio be a member of the Senate.

6. Of the nine Fellows to be elected by Convocation in addition to the Chairman of Convocation, two shall be elected by the members of Convocation who are Graduates in Arts, who shall vote as such accordingly; two in like manner by the Graduates in Laws, in Science, and in Medicine, respectively; and one more by each of the said Faculties in rotation.

7. Members of Convocation holding degrees in two or more of the said four subjects to be entitled to a vote in respect of each of such subjects.

8. Of the 12 Fellows to be elected by the four Faculties, three shall be elected by each Faculty.

9. The Fellows, other than the Chairman of Convocation, shall retire as follows; that is to say, in every year there shall retire—

(*a*) One of the Crown Fellows.

(*b*) One of the Convocation Fellows.

(*c*) One of the Fellows to be elected by each Faculty.

10. The Fellow of each group to retire on each occasion shall be the one who, at the time of retirement, has been longest in office under his then existing appointment, or when several have been in office for the same period the one who shall be ascertained by lot.

11. Power to the Crown and electing bodies to fill up casual vacancies occurring by death, resignation, or otherwise; but any person so appointed shall retain his office so long only as the vacating Fellow would have retained the same if no casual vacancy had occurred.

12. Power to re-nominate and re-elect.

13. The existing members of the Senate to continue as at present; but no new Fellow shall be nominated by the Crown until the number of present Fellows appointed by the Crown not on the nomination of Convocation has fallen below 9, and then only so as to bring the number up to 9; and no new Fellow shall be elected

by Convocation unless or until the number of present Fellows appointed by the Crown on the nomination of Convocation has fallen below 9, and then only so as to bring the number up to 9.

14. Until Convocation shall be in exercise of its powers to elect the whole 9 Fellows eligible by it, the election of Fellows shall be by the Graduates as follows:—the first shall be elected by Graduates in Arts, the second by Graduates in Laws, the third by Graduates in Science, and the fourth by Graduates in Medicine, and so on in succession.

15. The power of the Faculties to elect Fellows, and the power of the President and Principal of University and King's Colleges, London, if Constituent Colleges, to become Fellows, and the like power of the Presidents and Chairman of the Royal Colleges and Legal Bodies to become Fellows, shall take effect at once.

16. The retirement clause (10) to come into full operation only when the Senate is constituted entirely in accordance with paragraph 3; in the meanwhile retirement shall follow the rules laid down in paragraph 10 as nearly as may be.

17. In the event of any question at any time arising as to the order of retirement or the Fellow to retire, the same shall be determined by the Vice-Chancellor, whose decision in writing shall be final.

18. There shall be a Standing Committee of the Senate in each Faculty, consisting of 13 members.

19. The Standing Committee for the Faculty of Arts shall consist of the President and Principal of University and King's Colleges, London, and the three Fellows elected by the Faculty of Arts, and seven members to be elected by the Senate.

20. The Standing Committee for the Faculty of Laws shall consist of the Chairmen of the two Legal Bodies, the three Fellows elected by the Faculty of Laws, and seven members to be elected by the Senate.

21. The Standing Committee for the Faculty of Science shall consist of the President and Principal of University and King's Colleges, London, and the three Fellows elected by the Faculty of Science, and seven members to be elected by the Senate.

22. The Standing Committee for the Faculty of Medicine shall consist of the two Presidents of the Royal Colleges, the three Fellows to be elected by the Faculty of Medicine, and seven members to be elected by the Senate.

23. Applications for Examinerships shall be referred to the Standing Committee in each appropriate Faculty, whose duty it shall be to consider the said applications, and to report to the Senate thereupon. The Examiners in each Faculty shall be appointed by the Senate after consideration of such reports respectively.

IV.—*Convocation.*

24. All elections by Convocation under this Scheme to be conducted in such manner as Convocation may from time to time determine.

V.—*Constituent Colleges.*

25. The Constituent Colleges shall be selected from such Institutions in or near London as (1) give academical instruction upon a complete system and an adequate scale in all the faculties, and prepare, or are intended to prepare, students for Degrees the University; (2) give instruction upon an adequate scale in one or more even though not in all the faculties, and prepare, or are intended to prepare, students for Degrees in the University.

26. University and Kings' Colleges, London, shall, if willing, be forthwith Consituent Colleges.

27. The first List of Constituent Colleg s shall be settled by a Committee of Selection to be appointed immediately on the grant of the Charter.

28. The Committee of Selection shall consist of fourteen Members, of whom seven shall be elected by the Senate, and seven by Convocation. If Convocation fail to elect, the whole fourteen shall be elected by the Senate. The Chairman shall be named by the Senate, and shall have a second or casting vote.

29. It shall be an instruction to the Committee of Selection to consider in respect of every Institution seeking admission the following points :—

(a) The character of the teaching, and of the educational appliances.

(b) The character of the foundation.

(c) The average age of the students.

(d) The number of students proceeding from the College to the University.

(e) The relation of the College to any other University.

30. The Senate shall have power from time to time, after the settlement of the first List, to admit new Constituent Colleges, but shall previously invite an expression of opinion from the Board or Boards of Studies interested.

31. On the admission of such Constituent College the following matters shall be determined by the Committee of Selection, or by the Senate, as the case may require, viz :—

(a) The Faculty or Faculties to which the College shall belong.

(b) The number of Members of the Faculty or Faculties to represent the College.

(c) The qualification of such Members.

(d) The mode of election of such Members by the College.

32. Power to be given to the Senate, after consultation with the Board or Boards of Studies interested,—

(a) To increase or diminish the number of the Members of any Faculty or Faculties representing any Constituent College.

(b) To remove any institution from being a Constituent College, subject to an appeal to Her Majesty in Council.

33. The affiliation of Colleges to the University as now existing to cease.

34. The institutions from which the University receives Certificates for Degrees in Medicine (hereinafter called the recognized Medical Institutions) to retain their right of giving such Certificates, whether they be or be not Constituent Colleges.

35. Power to be given to the Senate after consultation with the Board of Studies of the Faculty of Medicine from time to time to revise the list of recognized Medical Institutions, and to determine in what branches of medical education the Certificates of each of the said Institutions shall be received.

VI.—*Faculties.*

36. There shall be Four Faculties, viz.,—

(1) Arts. (2) Laws. (3) Science. (4) Medicine.

37. All departments of Knowledge in which examinations may be held by the University and not included in any other of the Faculties shall be included in the Faculty of Arts.

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38. Each Faculty shall consist of the Representatives of Constituent Colleges.

39. Each Faculty shall have the following powers and duties :—

(a) To elect three members of the Senate.

(b) To elect members of a Board of Studies.

(c) To advise on the admission of any Constituent College.

40. The Chairman for the time being of the Board of Studies shall be the Chairman of the Faculty.

VII.—*Boards of Studies.*

41. There shall be a Board of Studies in each Faculty.

42. Each Board of Studies shall consist of—

(a) Such a number of Members elected by the Faculty, being 4, 8, 12, or 16, as the Faculty shall from time to time determine.

(b) Two Members of Convocation elected by the Members of Convocation who are Graduates in the subject with which the Board of Studies is conversant.

(c) An Examiner in each subject in the Faculty in which examinations are for the time being held in the University.

(d) If the Board of Studies shall so think fit such persons, whether Members of the University or not, eminent in the subject of the Faculty, not exceeding two in number as may be elected by the Board.

43. One fourth of the Members of the Board elected by the Faculty shall retire each year.

44. Any casual vacancy in the Members elected by the Faculty occurring by death, resignation, or otherwise, shall be supplied by the Members of the Board; but any person so appointed shall retain his office so long only as the vacating Member would have retained the same if no casual vacancy had occurred.

45. The Members of the Board elected by Convocation and the co-opted Members shall retire every four years.

46. Retiring members of the Board shall be re-eligible.

47. In the event of any Faculty not being constituted by reason of deficiency of Constituent Colleges, or otherwise, the Crown may nominate Members of the Board in lieu of the Members to be elected by the Faculties, and such nominated Members shall have all the powers of and be subject to all the provisions relating to the elected Members in whose places they are nominated.

48. The Examiners in each subject may, if more than one, agree upon one of themselves to be the Member of the Board of Studies (clause 42, sub-clause 3). In case they fail to agree, the one of the Examiners who has for the time being held his office for the longest time without break shall be the member. In case more than one Examiner has held office for the same time, the Examiner shall be nominated by the Vice-Chancellor in writing.

49. Each Board of Studies shall have the following powers, and duties :—

(a) To elect a Chairman every year.

(b) To consider and report to the Senate upon any matter referred to it by the Senate.

(c) To represent to the Senate its opinion on any matter connected with the Degrees and Examinations and teaching of the subjects of its Faculty.

(d) To deliberate, if so requested, in conjunction with the Senate or any Committee thereof.

50. Boards of Studies shall, if so from time to time requested by the Senate, and may, if they shall from time to time think it desirable, meet and act concurrently on particular subjects.

VIII.—*Matriculation and Degrees.*

51. The Senate shall have the following *powers*:—

(*a*) To admit as Matriculated Students without passing the Matriculation Examination of the University such students of the Constituent Colleges as (1) have completed their eighteenth year; (2) shall produce evidence satisfactory to the Senate of (*a*) their diligent attendance during an academical year in a Constituent College at Lectures on the general subjects of the Matriculation Examination, or such of these subjects as the Senate may from time to time appoint; and of (*b*) their proficiency in the general subject of the said Examination, as tested by examination within the said Constituent College; and (3) shall pay to the University such part of the Matriculation fee as the Senate shall from time to time determine.

(*b*) To place in the same position as Constituent Colleges for the purposes of the preceding clause any Colleges not in or near London, which may satisfy the Senate that they give academical instruction upon an adequate scale upon the necessary subjects, and from time to time to remove Colleges from this position.

(*c*) To accept in lieu of the passing of the Preliminary Scientific Examination in Medicine certificates that the students have passed at the Royal Colleges, Examinations which are to the satisfaction of the Senate a sufficient test of competent knowledge in the subjects of the said Preliminary Scientific Examination, and the payment to the University of such part of the fee on such Preliminary Scientific Examination as the Senate shall from time to time determine.

(*d*) In the event of the establishment of a second Examination for the degree of M.D. not requiring the attainment of so high a standard as the present Examination, to confer on all existing M.D.'s of the University and all who may hereafter pass the Examination which will require the attainment of the higher standard, the right to describe themselves as M.D. with honours (M.D. Lond. honours), and on all existing M.B.'s the Degree of M.D.

52. Candidates to be admitted to Matriculation and all Degrees other than Degrees in the Faculty of Medicine without regard to their place of education.

53. Candidates for Degrees in the Faculty of Medicine to show that they have passed the required courses of instruction in one or more of the Constituent Colleges in that Faculty or recognized Medical Institutions.

54. Power to be given to the Senate with the consent of the Chancellor and Vice-Chancellor to confer Honorary Degrees.

IX.—*Professors.*

55. Power to hold real property, and to accept grants, gifts, devises and legacies for the purposes of the University, including the establishment of Professorships and Lectureships, whether attached or not to any particular College, and the furtherance of regular and liberal education and of original research.

56. Power to the Senate in the event of the establishment of Professorships or Lectureships to assign to the Professors or Lecturers a representation on the Faculties.

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WORD-LORE—II.

(*Continued from page 244.*)

Famine.—Titus Pomponius Atticus, that wise, discreet, renowned Roman senator, Tully's dear friend, when he had been long sick, as he supposed of an incurable disease, was resolved voluntarily by *famine* to despatch himself to be rid of his pain. Even so did Cornelius Rufus another grave senator *famish* himself to death.—Burton, *Anatomy* i, 4.

We should now use *starvation* and *starve*, but the former was not coined till 'used by Henry Dundas in a speech in the House of Commons in 1775;' it sounded so odd at the time that he was nicknamed 'Starvation Dundas.'

Favour (to resemble in face).—Good faith, methinks that the young Lord
Favours my mother, sister, doth he not?

Case is Altered. iii.

See *As you Like it*, v. 4, and elsewhere in Shakspere.

Fielden.—Whereas footmen are not only of importance in *fielden* countries, but are necessary also in mountainous or woody places.—Edmonds' *Observations*, vii. 29.

Horsekeepers.—Early in the morning he caused many horses and mules for carriage to be taken out of the camp with *horsekeepers*, (muliones) upon them having casks upon their heads the better to resemble horsemen.—*Ib.*, vii. 21.

The word *horsekeeper* seems to have been formerly in use in England, and to have become obsolete there while it survives in India.

Inhabitable (uninhabitable).—It hath never been heard that any people utterly abandoned that country which Nature or Providence had allotted them, unless they were driven thereto by a general calamity, as the infection of the air, &c., or some other universal, which made the place *inhabitable.*—*Ib.*, i. 1.

Its.—The following is a *very early* instance of the use of *its*:—

"This book came into my hands with *its* bare title without any author's name." Dedication of "*The Rite of English Poetrie*, contrived in three books, the first of Poets and Poesie, the second of Proportion, the third of Ornament." 1589.

Ignobility.—So many employed their studies in eloquence, with such endeavour that very many of the *ignobility* were promoted to the degree of senators.

—Langley, i. 10.

Lag.—The Boii and Tulingi being in the rere of the enemy to guard the *lag impedimenta* of their army.—Edmonds' *Cæsar*, i. 9.

Lap.—Take him a green mantill
To *lap* his body therein.—Ritson's *Robin Hood*, i. 14.

See *Comus*, 257, and *l'Allegro*, 136.

Luncheons.—How many great captains have we seen in the day of battle, when in open field the sacrament was distributed in *luncheons* of the sanctified bread of confraternity, &c.—*Pantagruel*, ii. 12.

Maturity.—Maturity, a Latin word, which I am constrained to usurp, lacking a name in English, and which, though it be strange and dark, yet may be understood as other words late comen out of Italy and France and made denizens among us.—

Sir T. Elyot, *The Governor*, i. 22. First Ed., 1531.

Meddle.—I do heartily wish that every man would lay aside his own business meddle no more with his profession nor trade and throw all affairs concerning himself behind his back.—*Pantagruel* ii. Prologue.

Mediterranean.—In the *mediterranean* parts of Britain there is found great quantity of tin, and in the maritime parts, iron.—Edmonds' *Cæsar*, v. 5.

Miseases.—He that goeth about to vex another shall have his turn of suffering the like *miseases.*—*Ib.*, iii. 6.

Nese (for *sneeze*).—Many as they *nesed* died suddenly, whereof it grew unto a custom that they that were present when any man *nesed* should say 'God help you.'

—Langley, vi. 9.

Office.—Man hath invented laws to defend and preserve good men and to punish and keep evil persons in *office* and good order.—Langley, *Polydore Vergil*, ii. 1.

Patron (old spelling of *pattern*).—It is said that Mercury found the harp first, for, as he walked by the river Nilus after an ebb, he found a tortysse all withered, and nothing remaining but the sinews, which as he fortuned to strike on them made a certain sound: and after the *patron* of that he made a harp.—Langley, i. 12.

Pestered.—The minds of many were so amazed with the terror of so unexpected a danger when they beheld the hills *pestered* (*completa*) with armed soldiers.—Edmonds' *Cæsar*, iii. 1.

Puissant.—Men *puissant* in arms were honored as gods.—Langley, *fol. i.*

Quarrell.—(a diamond or square from *quad* square) Stone delves or *quarrells* were found by Cadmus in Thebes.—Langley, *iii*, 5.

A *quarry* originally meant a pit or place from which *square* stones were cut, now one from which any stones are dug.

Quarrell (a square-headed arrow.) Of all engines of war the Cretians found first the cross bow, the Syrians *quarrells* or bolts.—*Ib ii*. 7.

Sight.—Socrates in a fair, seeing so many things bought and sold, such a multitude of people, *convented* to that purpose, exclaimed forthwith—'Oh ye gods! what a *sight* of things do not I want."—Burton, *Anatomy*, *ii*. 3.

Skulls.—The youth in *skulls* flock and run together and crave that they may have Agnes.—Fox, *Acts and Monuments*. See *Par. Lost*, VII. 402.

Spare to.—I *spare to* English this which I have said.—*Ib.*

Cf. Milton's *Sonnet to Mr. Lawrance*:—

He who of those delights can judge, and *spare*
To interpose them oft, is not unwise.

Keightley wrongly interprets *spare* here; see note in my Edition of Milton's Poetical Works.

Spice.—Whosoever doth fall to any *spice* or kind of injustice, let him not despair in his own conscience, or mistrust the bottomless mercy of God.—Langley, *ii*. 1.

Stark.—When they had thus said they were brought naked unto the place where they felt most vehement cold; insomuch that all the parts of their bodies were *stark* and stiff therewith.—Fox, *Acts and Monuments*, *i.*

Tell (count).—The man that can *tell* his money hath Arithmetic enough.—Burton, *Anatomy of Melancholy*, *i*. 2. See *L'Allegro*, 67.

Traduce.—Solinus contendeth that this art [musick] came out of Crete, and was perceived by the ringing and shrill sound of brass, and so brought and *traduced* into numbers and measures.—Langley, *i*. 11.

Uplandish.—It is no doubt but men which at the first without any government led an *uplandish* and a rude manner of life, did highly advance in honour and praises their first kings.—Langley, *i*. 5.

Pan, an *uplandish* God, found the pipe of small reeds first, to solace his love. *Ib.*, *i*. 7.

Of—*upland* in *L'Allegro*, 92, and see my note.

Use.—The same day he followed the enemy at the distance he had formerly *used*.—Edmonds' *Cæsar*, *i*. 6.

JOHN BRADSHAW.

THE NEW EDUCATION.

What is the New Education? is a question that comes to us from Pittsburg. This question has been answered a hundred times, at least, in this journal; it is a term that provokes inquiry still. The New Education is the structure built mainly on the foundations laid by Pestalozzi and Froebel. The schools have inherited methods handed down from the medieval methods founded on caprice—that is, the Old Education. The great minds of Froebel and Pestalozzi took up the theme of education; they investigated man's development; they observed children and thus were enabled to fix upon the modes by which they could be educated. The last ten years have witnessed an enormous interest in studying those methods—which, for convenience' sake, are termed the New Education.

Manual training is a further development of the New Education. If it cannot be justified by sound educational principles, it ought not to be encouraged a single moment. This journal has advocated it solely on the ground of the educational possibilities there were in it.

The New Education has not seen its fullest development; it is in its early stages. But the emancipation of the school from its medieval inheritance has been accomplished. The revolution is still in progress; and it will require a quarter of a century more to accomplish it. A movement of this kind makes slow progress. A great many men must die first, for this is the only means of getting them out of the way; a greater obstacle is the non-existence of men who understand the New Education.

If a man should determine to open a school the methods of which were based on the New Education, and should require ten teachers, he would have serious difficulty in finding them. This is so great a need that we advise teachers who can give time, and have the capacity, to fathom the New Education, to do so. Places are waiting for such at remunerative salaries.

Sir Henry Roscoe recently remarked that "Science is *orderly common sense*," the one faculty of all others most useful in this sublunary world, of ours. Professor Huxley lately said that "the teaching of common information is very far from common." Here we have two important things—orderly common sense and common information. The Middle ages busied themselves about uncommon things, with uncommon sense. The result was that there was nothing in common between them and the ordinary people of their day. We have turned the car quite around, and *now bring the highest quality of mind to bear upon the most common things*—things formerly despised.

Oscar Browning pleads for a rational education, and pleads well. But what does he mean? Just what Professor Huxley and Sir Henry Roscoe demand—*scientific common sense*. Bring the pupil's mind into contact with realities! Banish meaningless vocables! We must know what has made this age what it is, and bring these things into our schools. This is what the kindergarten is doing; this is the gist of object teaching, and the very essence of manual training. Realities! Realities! This is the watchword of the best educational thought of to-day.—*The School Journal.*

EDUCATIONAL METAPHORS.

We take the following from a very interesting paper on Educational Metaphors delivered by the Rev. Canon Daniel, M.A., before the College of Preceptors, on February 19th, and published in the *Educational Times* of March 1st.

We all know that there is a very widespread belief that all children are equally gifted by nature, and that it mainly depends upon the teacher whether they turn out geniuses or dunces. Even people who would dissent from this belief as a general proposition invariably believe their own children to be geniuses. Listen to what Ruskin says:—

"Not only is one man unlike another, but every man is essentially different from every other, so that no training, no forming, nor informing, will ever make two persons alike in thought or in power. Among all men, whether of the upper or lower orders, the differences are eternal and irreconcileable between one individual and

another, born under absolutely the same circumstances. One man is made of agate another of oak; one of slate, another of clay. The education of the first is polishing; of the second, seasoning; of the third, rending; of the fourth, moulding. It is no use to season the agate; it is vain to try to polish the slate; but both are fitted by the qualities they possess for services in which they may be honoured."

That is an instructive metaphor. We too frequently teach children as if they were all alike, destined for the same ends, and capable of producing the same sort of results. Education can, indeed, achieve wonders, but it cannot obliterate those eternal differences of which Ruskin speaks. It may make the best of the worst, but not the worst into the best. "I consider a human soul without education," says Addison, "like marble in the quarry, which shows none of its inherent beauties until the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot and vein, that runs through the body of it." Yes, but let us not forget that there are many kinds of marble, and that all the skill in the world will not fetch out of the marble what is not in it.

"To command Nature we must first obey her," says Lord Bacon; yet how many teachers have never taken the trouble to find out what her laws are, with the inevitable result that they have often had her against them instead of with them. Their work has been rendered gratuitously difficult and irksome, and in too many cases predestined to failure. They cannot bring themselves to believe that education needs all this preparation. A little child, a stupid boy, an ignorant young man, seem such simple objects to have to deal with. You do not require a knowledge of hydrostatics to fill a jug with water; why should you know all about psychology and physiology to fill an empty mind with knowledge? The answer is, that the mind is not a jug, and education involves much more than the so-called communication of knowledge. Those simple objects are subject to wonderful laws of body and mind, the knowledge of which will help you, and ignorance of which will hinder you in every department of education. Half our efforts, if not a much larger proportion, are thrown away because we try to dictate to Nature instead of obeying her; our pupils are blamed for our own want of docility; and our art makes little or no progress because it refuses the guidance of science. Teachers sometimes imagine they are commanding Nature when they are only commanding their pupils. The two things are not quite identical. You may order a child to defy a natural law, and he may seem to succeed, but he has really only succeeded in concealing his failure. Nature is not to be controlled except in her own way, and according to laws eternally impressed upon her by a Divine Creator. Coleridge speaks of "great constitutive laws in the light of which dwell dominion

and the power of prophecy." Such in education are the laws of body and mind. They are laws that illumine practice by showing not merely what we *may* do, but what we *must* do. They enable us to foresee, and foreseeing to provide, and providing to control. I venture to say that some of our methods of instruction are as irrational as attempting to prevent a cork from floating, or lead from sinking, and that every branch of education would gain enormously if we brought to bear upon it, more frequently than we do, the light of some of those great constitutive laws of which Coleridge speaks.

Let me next take a passage from Burke for comment. "I am convinced," he says, "that the method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock on which they grew; it tends to set the learner himself on the track of invention, and to direct him into those paths in which the author has made his discoveries." In other words, we have to teach, not merely truth, but how to find it. We have to get our pupils to re-discover what has been discovered already. We have to practise them in the methods by which science has advanced, in order that they may extend its frontier still further. It might have been expected that in the study of physical science, at least, the methods of induction would be constantly illustrated; yet I do not find that this is the case. To meet the demands of parents for speedy results, and of examinations for measurable results, and perhaps, to some extent, to save themselves trouble, teachers are too often content with communicating the fruits of investigation, without teaching how investigation is conducted. There must, of course, be some limit to investigation. We cannot teach children how we arrive at every conclusion that we may find it necessary for them to believe and shape their practice by, but even the most elementary grades of education will afford opportunities for exemplifying the *methods* of science. The poorest children may be required to observe, to collect facts, to classify them, to name the classes so formed, to define those names, to judge, to reason, to apply what logicians call the methods of argument, of difference, of concomitance and residues. The example may be simple, but the logic will be precisely the same as was used by Newton and Darwin, and formulated by Stuart Mill. It is not enough to teach our pupils to remember, we must teach them to think; it is not enough that they know, we must teach them to discover for themselves. Nor is this so unpractical as it may sound. We remember best and understand best, not what we have learnt at second-hand, but what we have discovered for ourselves, for the simple reason that personal discovery brings us into more direct contact with facts, awakens in us deeper emotions, and becomes

wrought more intimately into our very lives. There is a vast difference to me between the truth that was told me and the truth I found out.

Bain tells the teacher to take advantage of "the flash of surprise." He refers to that sudden emotion which accompanies the discovery of something that rises above or falls below our expectations. It lasts, as a rule, but for a short time; it is only a flash, not a persistent emotion; for familiarity soon blunts the edge of astonishment. Hence the importance of utilizing it while it lasts for the purpose of fixing some associated truth in the memory. Hence, also, the desirability of intensifying the surprise by heightening contrasts, where they are under our control, through judicious selection and closeness of juxtaposition in time and space. I have sometimes seen a contrast, that ought to have produced a startling and permanent effect on the mind, so badly managed as to go off with a fizzle like a damp squib. The flash of surprise has not only the suddenness of a flash, but the illuminating power; it is accompanied, except when it is so overpowering as to completely absorb the mind, by a temporary exaltation of all the faculties. Hence its value as an aid to the memory.

We are often told to "organize" our knowledge, and to value knowledge by the extent to which it admits of organization. What do we mean by this? Some knowledge can be incorporated with the knowledge we have already, to which it is corroborative or complementary; other knowledge does not admit of this incorporation; it must be remembered, if it is remembered, as an isolated fragment, standing in no definite relation to the main body of our knowledge. A great deal of the knowledge which children acquire under the name of history and geography is of this character; but even science, which properly means ordered knowledge, may be taught as if it were unorganizable. The way to organize knowledge is to connect new knowledge with what is known already, to bring particular facts under general laws, to apply general laws in new cases, to use the constructive imagination in bringing isolated facts into new relations. Organized knowledge is living knowledge, growing knowledge, fruitful knowledge; unorganized knowledge is the most difficult to acquire and retain, and the most worthless when retained; it is dead knowledge, useless lumber, like the rubbish that people sometimes buy at auctions on the chance that it may some day come in useful. You will, perhaps, remember a play in which a dear old lady, who was a regular attendant on auctions, buys a door-plate, bearing the inscription "Smith, Dentist," on the chance that her daughter might marry a person of the name of Smith who might be a dentist and in want of such a plate. Life is too short to provide for

these remote compound contingencies. There is not a subject we teach in which there is not a great deal of knowledge taught that does not admit of organization at all, nor one in which a great deal is not organized that might be organized.

"Ease the grasp of memory by generalization." It is more difficult to hold a dozen separate things in your hand than the same number tied up in a bundle. So it is easier to retain a number of classified facts than the same number isolated. That, of course, is not the whole of the matter. The string that ties the bundle is an additional fact that is often of far greater importance than the separate facts which it holds together. There will be quite enough for memory to do when we have done our utmost to lighten its labour. Let us not forget, too, that the time and energy saved by a judicious employment of memory may be utilized in the employment of the higher faculties. I would also point out that to ease the grasp of memory in retaining facts is to strengthen the power of recovery in their reproduction. It is easier to find what we want in a series of labelled bundles than in the confusion of our drawer.

I will take a couple of disciplinary metaphors. Lord Bacon, in speaking of the danger of rushing from an extreme of laxity in government to the opposite of over-severity, says:—"The answer of Apollonius to Vespasian is full of excellent instruction; Vespasian asked him what caused Nero's overthrow? He answered, Nero could touch and tune the harp well, but in government sometimes he used to wind the pins too high, sometimes to let them down too low." That system of government will ruin any state and any school. Laxity to-day leads pupils to expect laxity to-morrow, and if they are disappointed they have a reasonable right to complain. The standard of right and wrong should be a permanent and unalterable standard. Any vacillation in its application leads to moral confusion. What was wrong yesterday cannot be right to-day and again wrong to-morrow. The pupil is driven by such inconsistency to the conclusion that he is ruled by caprice, and that his teacher is destitute of fixed principles. If these oscillations were periodical they could be calculated on, but they are of uncertain duration, and there is a constant tendency on the side of severity to gain upon that of lenience. The pupils, influenced by that sanguine disposition which is characteristic of youth, always build their hopes on their more favourable experience, and presume on it. The teacher, influenced by the failure of intermittent lenience, puts more and more confidence in severity, and so it comes about that an inconsistent policy breaks down, breeds bad blood, and ends in despotism, which not infrequently breaks down too.

I remember a teacher who was very fond of saying, "Avoid moral twilight." He meant by this metaphorical phrase that condition between

work and play which is neither one thing nor the other—a condition not uncommon for some time after the commencement of term and for some time before the end of term. Have good holidays, but when term begins let work begin in downright earnest, as if nothing had ever happened to interrupt it, and let it go on steadily until the prescribed hour for play begins. I need hardly say this is the way to profit by both and enjoy both. What is true of the term is true of the work of each day and each session. If the playground gets into the school, the school will some time or other have to get into the playground. I have often seen much time frittered away from the apparent inability of teachers and pupils to buckle down to work after a period of dissipation, and from a feverish anticipation of joys too often and too exclusively anticipated.

One of the happiest originators of educational metaphors was the late Mr. Thring, who was a poet and humourist as well as a teacher. I will give you one specimen. He is recommending teachers to have a definite scheme of work, to which they should strictly adhere day by day never deviating to the right hand or to the left. "Many a master," he says, "runs about mentally just as if he was trying to catch geese on a common. There is the flock assembled in a reasonably compact body. He makes a dash into the middle, of course missing his victim; and off they go in all directions, he after them, first chasing one, then another, till the flock has ceased to be a flock, and he, all out of breath, is no longer within reach of any of them. Run one goose quietly into a corner, run him down, is the first rule of catching geese; and a good rule too, whether in class-room or on common. Every fault must not be chased."

I am not sure whether a dozen well-selected metaphorical maxims like "Run down your goose" would not be the best form of assistance that could be rendered to a young teacher. Unfortunately aphoristic wisdom is too condensed for ordinary digestion; it needs the dilution of example and circumstance. A valuable educational maxim often becomes a mere dead formula before it has yielded a thousandth part of its significance, and is consigned with other truisms to lie, as Coleridge would say, "bedridden in the chambers of the soul."

Of course it might be contended that what is precious in these educational metaphors is not the metaphor itself, but the truth that underlies it, and that the truth might be equally well stated without its rhetorical dress. I am not so sure of that. The material parallel arrests the attention, and sometimes throws valuable light on the immaterial counterpart. The missing term in one of the compared ratios is revealed by means of the other terms. The seed growing insensibly, the persistent drop wearing away the hardest rock, the colours of the fresco-painter

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disappearing, coat after coat, until at last they become permanent, the sculptor's dream lying entombed in the rude block of marble, are at once a direction and a stimulus. I trust, therefore, that no base utilitarian will suggest that teachers would do well to get rid of their metaphors and come down to bare facts. The mere statement of such a proposal is its best answer. For bare facts, like bare bones need to be clothed, and their attractiveness largely depends on the character of their clothing. Am I wrong in contending, too, that the metaphorical vocabulary of education affords a certain pleasure to the teacher by investing his work with a poetry of its own? There is a good deal in the teacher's duties that is not very attractive, judging from such metaphors as "drumming," "hammering," "pounding," and "grinding"; but it is some relief to recognize in other parts of his work analogies to what is most beautiful in the world around them. I have heard it said that there shoud always be a bunch of flowers on the teacher's table. Let us leave him at least these poor flowers of human rhetoric with which he beautifies what the world sometimes speaks of as his uninviting toil.

(To be continued.)

UNIVERSITY OF MADRAS.

The following candidates have been declared to have passed the examination for the Degree of Licentiate in Teaching held in March 1890:—

FIRST CLASS.

Ramaswami Aiyangar, M. Teachers' College, Saidapet.

SECOND CLASS.

Anantanarayana Aiyar, K. C. S.	Teachers' College, Saidapet.
Bhavaniswami Rau, T. T.	Do
Sivakumara Sastri, T. V.	Private study.
Srinivasa Aiyangar, P. T., M. A.	Do

(By order.)

W. H. WILSON, Ph.D.

Registrar, University of Madras.

COLLEGE OF ENGINEERING, MADRAS.

The following candidates have been certified by the College Board of Examiners to have passed the entrance examination for the Engineer subordinate class, which was held on 5th May. They will be admitted to the College on the 4th August, on complying with the

published rules. Nos. 1 and 2 on the list will be granted scholarships of Rs. 10 per mensem :—

I.—Civil Candidates.

Name.		Residence.	Marks.
P. B. Venkatachari	...	Madras	... 379
M. V. Venkatarama Iyer	...	Kumbakonam	... 372
K. Srinivasa Iyer	..	do	... 323
S. Chittambala Pillai	...	Madras	... 306
K. V. Pothen	...	[illegible]	... [illegible]
A. Pichumani Iyer	...	Madras	... 294
S. V. Kristnasawmi Iyengar	...	do	... 287
N. Tiruvambalam Pillai	...	Trivandrum	... 284
K. P. Vaidyanatha Iyer	...	Konarriajapuram	... 283
V. R. Venkatrama Iyer	...	Vasudevanallur	... 278
T. V. Arumukha Moodelliar	...	Madras	... 272
C. Tallent	...	do	... 265
S. Arumukham Pillai	...	do	... 264
V. S. Srinivasa Aiyangar	...	Cuddalore	... 252
P. Chandrasekharam Pillai	...	Madras	... 250
A. Arunachala Mudaliyar	...	do	... 249
K. R. Raman Pillai	...	Kottayam	... 247
M. G. Singarachari	...	Madras	... 245
A. Arumeinada Pillai	...	do	... 243
C. R. Gopalaswami Dikshitar		S. Sarukkai	... 243
P. P. Kuruvila	...	Kottayam	... 219
L. S. Venkatarama Aiyar	...	Madras	... 212
A. Kunjunni Pannikkar	..	Trivandrum	... 211
D. V. Venkatarama Aiyar	...	Tanjore	... 210
L. S. Natesa Aiyar	...	Musiri	... 200

H. D. LOVE, Captain, R.E.,
Principal, College of Engineering.

PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Grant-in-Aid Ruling No. 1 of 1890.—A pupil who has passed a given standard may not again be examined for that standard in the subjects in which he has already passed, except when a re-examination has been ordered by the Inspector of the Circle.—*Pro. No.* 350-A, *dated 16th January*, 1890.

Rates of Results Grants. 1890-91.—The Director of Public Instruction notifies, for the information of the managers of results schools in the districts

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of Madras, Tanjore, Madura, Tinnevelly, Trichinopoly, Malabar and South Canara, that results grants payable from Provincial funds will be given at the maximum rates in lieu of the rates published in the *Fort St. George Gazette* dated 29th October 1889, Part II, page 1,449.—*21st April* 1890.

Assistance towards supply of Furniture, &c.—Inspecting Officers should inform the Chairmen of Municipal and Local Boards that the Director is prepared to consider favourably, applications for aid towards supplying their Schools,—Secondary, Upper Primary, and also Lower Primary,—with better furniture, apparatus, books, maps, &c., under Chapter XI, of the Grant-in-Aid Code, if good cause is shown for the grant of such assistance. In view of the above remarks, Inspecting Officers should submit to the Chairmen of Boards, indents of supplying what is necessary without waiting for instructions from the Boards.—*Circular Memorandum, No.* 4072 *dated* 28*th April* 1890.

Examinations of Schools for Fourth Standard.—The Director of Public Instruction hereby notifies that during the current year and until further orders, all male pupils studying for the Fourth Standard should appear for the Primary Examination unless they receive permission from the Inspector of Schools of the Circle to be examined by an inspecting officer at the annual examination of the school to which they belong, provided that no such permission shall be granted unless the school is more than twenty miles from a centre of the Primary Examination or is a "poor school" or the pupil a "poor" pupil within the meaning of the Code; and even in such cases it shall be in the discretion of the Inspector to withhold sanction if he considers the interests of the public service demand it. It will still be optional with the managers of girls' schools to claim the examination of such schools for the Fourth Standard *in situ*.—*Notification of 30th April* 1890.

Salary Grants.—The Managers of salary-grant institutions are informed that grants due to their institutions under Chapter II of the Grant-in-Aid Code for periods subsequent to the 1st instant cannot be drawn without an order for resumption of grants under Article 11 of that Chapter. Such orders, however, cannot be issued until the financial statements of the schools for 1889-90 in form B prescribed in the Grant-in-aid Code have been scrutinized and the accounts adjusted. Managers are therefore requested to be so good as to submit these statements without delay.

The Managers are further requested to be good enough to expedite the submission of quarterly returns due for any part of 1889-90, and to see that the figures returned are accurate. These returns as well as the B statements, in order to save time, may be sent direct to this office.

Should any Manager delay to furnish an Inspecting officer, when called on, with information for the preparation of the statistical returns for the past year, the Director will, on such delay being reported, defer ordering resumption of payment of grants until the Inspecting officer certifies that he has received all the information he requires.—*No* 4201, *dated* 30*th April* 1890.

Building Grants.—The Director of Public Instruction draws the attention of Inspectors of Schools, Inspectresses of Girls' Schools, Assistant and Sub-Assistant Inspectors of Schools to the large amount of grant, amounting to half a lakh of rupees, that is still available for building grants of all kinds during the current year, owing to the very liberal provision sanctioned by Government in the budget estimate for 1890-91, and specially requests that this fact should be brought to the notice of Managers of well-conducted schools, whether aided or merely recognized, and of Presidents of Taluk and District Boards and Chairmen of Municipal Councils, so that they may apply in time for aid, with a view either to erect suitable school-buildings or to provide additional accommodation for such of their institutions as require it. Presidents of Local Boards should especially be invited to provide Board, Normal and Middle schools with good buildings.

Should the circumstances of any school show that more than a third grant is needed, the Director will be prepared to recommend to Government a favorable rate of grant up to one half of the actual cost.

As the Primary schools are especially in need of good buildings, the Assistant Inspectors of Schools and the Sub-Assistant Inspectors of Schools are required to see that the Managers of such schools are informed of the provisions of the amended Article 5 of Chapter X of the Grant-in Aid Code. The Inspecting officers should make special efforts to induce Managers to provide suitable accommodation for their schools and thus fully utilize the liberal grant that is now available for the purpose.

Copies of the notice published in the *Fort St. George Gazette* will be supplied to these officers for information and distribution where needed.—*Circular No. 4200 of 30th April 1890.*

Building Grants.—The Director of Public Instruction hereby notifies that as Government has made a very liberal provision in the Budget for the current year for building grants, he is prepared to consider favorably all applications from managers of schools and colleges for aid either for providing increased accommodation or for new school buildings if sufficient cause is shown for the aid applied for. The attention of managers of primary schools is also especially drawn to revised article 5 of chapter X noted below:—

"Grants not exceeding Rs. 25 for every twenty children in regular attendance during the preceding twelve months may be given towards the erection or enlargement of plain school-houses in villages, without requiring, as a condition of aid, a money contribution from the manager; provided that such aid shall only be given in the case of Board schools or schools aided on the salary or combined system, or, if aided on the result system, schools which are, except as regards accommodation, eligible for, admission to the standing list, and provided that a rough plan, with brief description has been approved by the Inspector. Such grants shall not be paid until the Inspector certifies that the building has been provided and that its value is at least equal to the grant claimed.

"Grants not exceeding four annas for each child in regular attendance may be allowed at reasonable intervals of time for the substantial repairs of village school houses. Local Boards may supplement the grants given from Provincial funds under this article, provided the grants allowed do not exceed the proportion above fixed."—*21st April 1890.*

Circular to Chairmen of Primary Examination Boards.—The Assistant Inspectors in all Districts in which they are Chairmen of the Primary Examination Boards are directed to arrange for examining in the current year the Vth and VIth standard pupils of Results and Salary Results Schools sending up candidates for the Primary Examination at the Primary Examination centres, either immediately before or immediately after the holding of the Primary Examination.

2. Inspectors have power to permit the examination of such pupils *in situ*, but such permission should not ordinarily be granted except for good and sufficient reasons.

3. The chief object of this order is to concentrate the examining as opposed to the inspection work, of those officers and to minimise the inconvenience to Managers of examining different classes in the same department at different times.

4. Assistant Inspectors will still be expected to visit the Schools concerned, and to report on their general condition and administration.—*Official Memorandum, No. 4647, May 1890.*

Instructions for the preparation of F form Reports.—A complete revised F form report is shortly to be submitted to Government for approval and sanction, but in preparing the F reports for the coming year the following instructions should be strictly observed:—

1. Column 4: insert the words "under articles 50—56 inclusive" after words "maximum rates."

2. Column 5: insert the words "under articles 6 and 57" after words "rate recommended" (*vide* Proceedings, No. 5913, dated 17th July 1889).

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The following additional information should also be furnished with regard to each school :—

11			12		
*Particulars of pupils for the previous year 188 .			Particulars of grant for the previous year 188		
(a)	(b)	(c)	(a)	(b)	(c)
Number entered in E form application under each standard	Number actually presented under each standard.	Number passed under each standard.	Amount earned at maximum rates under articles 50-56.	*Amount actually passed for each school.	The sanctioned estimated grant * for the school, in the G form.

* Explanation should be given in the remarks column if the estimated grant 12 (c) differed considerably from the actuals of the last year 12 (b).

It should be distinctly borne in mind that the amount of grant entered in column 6 should be calculated with reference to the rate recommended in column 5. On no account should the amount of grant finally recommended for each school be arbitrarily fixed. Column 6 should be divided into two columns (a) and (b). In (a) should be entered the amount at which the Sub-Assistant or Assistant Inspector would fix the estimate, after making due allowance for cost of staff and receipts from fees and other sources, and in (b) the amount finally recommended by the Assistant Inspector, Inspector or Inspectress, as the case may be.

The following revised E form application is appended. As far as may be practicable and convenient, Managers should be required to submit their applications for aid in this form; but care must be taken that the applications are not unduly delayed in consequence and Managers unnecessarily harassed.

The attention of Inspecting officers is drawn to the power conferred on the Director for fixing the dates of submission of the F and G forms, and they are requested to propose the latest dates compatible with the receipt of the lists at this office. The date in each case should, however, not be later than the 20th April. If possible, the F form report should be kept back until the results of the Primary examination are known.—*Circular Memorandum No. 10,500 of 2nd December* 1889.

Reformatory School, Chingleput.—The results of inspection were very good, showing that the teaching had been very careful and thorough. Out of 108 pupils presented for examination as many as 93 passed, 76 being found eligible for merit grant. The percentage of passes was very high all round except in the first standard where it was 71.

The number of subjects taught in each class was, however, few, which, to some extent, accounts for the excellent results produced before the Assistant Inspector. Vernacular Poetry and Grammar should be introduced in the higher classes, and object lessons systematically taught to all. Map-drawing should be practised by all classes receiving instruction in Geography, and these classes might with advantage begin History.—*Pro. No. 3899-G. of 16th April* 1890.

Basel German Mission High School, Calicut.—The results of the Matriculation examination of 1888 were comparatively fair, but those of the Middle School examination of the same year were very poor. At inspection, the school did fairly well on the whole, but the attention of the teachers should be drawn to the several defects noticed in table (g) of the report.

The Inspector's opinion of the teaching capacity of the staff is not very favorable. It is desirable therefore that at least one teacher should be sent to the Teachers' College for training each year. The uncertificated teachers in the school should be called on to qualify technically at an early date.

The fall in the attendance has been explained. "Sudras" and "others" preponderated. Mr. Marsden's remarks regarding "others" are endorsed. The attendance of the children of Mappilas and artisans should be specially encouraged.

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The use made of the library does not seem to have been quite satisfactory. The library should be improved by the addition of useful books of reference and books on light literature. The Journal of Education might also be subscribed for. The necessary class-books should be supplied without delay.

From table (a) of the report it is observed that the income from fees and grants for 1888-89 covered about 60 per cent. of the total outlay on the school. The allowances paid to the Manager ought not, as pointed out by the Inspector, to have been included in the cost of the staff.—*Pro. No.* 3880, *dated* 16*th April* 1890.

Pittapuram Rajah's High School.—It would appear from the Manager's remarks that it is intended to prepare pupils for the Upper Secondary examination. The proposal meets with the approval of the Director, but the staff should be strengthened in the manner suggested by Mr. Nagoji Row.

The decrease in attendance from 234 to 166 is said to be due to the existence of two rival Middle schools, but the figures in table (e) indicate that the largest decrease was in the Matriculation class, from 62 to 37. The cause assigned, therefore, does not seem to be satisfactory. At the Matriculation examination only a little over a fourth of the boys sent up passed. This, combined with the diminished attendance in the Sixth and Fifth classes, indicates the very unsatisfactory condition of the Upper Secondary department. The results of the Middle School examination were, however, creditable. It may, therefore, reasonably be hoped that the Upper Secondary department will soon improve. The results of inspection can only be characterized as middling. The following are some of the subjects which appear to have been taught very unsatisfactorily:—Translation, Geometry and Map-drawing.

Physical exercises seem to have received more attention. Dumb-bells should be supplied. The introduction of carpentry is noted with satisfaction. The interest taken in the working of the carpentry class by Mr. S. Suriaprakasa Row, B.A., one of the members of the Committee, is highly commendable. The Director is also glad to learn that steps are being taken to provide the College with a library and the necessary scientific apparatus. Aid will be given from Provincial funds.

The Headmaster does not possess even an Ordinary certificate. He should qualify at a very early date for the same. The employment of a European graduate, if funds would permit, is desirable. In any case the teaching staff needs strengthening. With an efficient Principal, supported by an energetic body of teachers, the institution should prove a great success. The results of recent years have not justified the early promise of this institution. It possesses ample funds to secure a high place among the educational institutions of the Northern Circars, but from obvious internal causes it has fallen very short of the measure of success obtained by some institutions with but limited resources.

Out of a total cost of Rs. 10,323, only Rs. 4,917, or 47 per cent., were met from fees. The institution, if in proper working order, is likely to command an attendance that would yield an income from fees, enough to cover at least 60 per cent. of the total expenditure. A sum of Rs. 1,622 expended in effecting improvements in the compound is of a special nature, so that the total cost of the institution was only Rs. 8,700.—*Pro. No.* 4199 *of* 30*th April* 1890.

Chengalvaraya Nayakar's Commercial and Technical High School.—The institution underwent some important changes in its constitution during the year under review. The designation "Commercial and Technical High School" was adopted, to which Dr. Duncan takes some objection. There is much force in Dr. Duncan's objection. The commercial course is wide enough to occupy the sole attention of the managers, but even if, as was desirable, some "technical" subjects, in the more exclusive sense of the term, are added, it seems a pity to detract from the most important end in view, by modifying the name to indicate also the minor work which the managers have undertaken. The managers, however, have done well in abandoning the attempt to train teachers technically. The institution cannot possess the same facilities for the training of teachers which are now available at the Teachers' College, and it is well that such work at the Presidency should be concentrated in one institution.

An appreciable increase is noticeable in the attendance—from 131 to 154—which is a proof of the increasing popularity of the institution, but the decrease in the number of pupils attending the evening classes is much regretted. No explanation is offered. The merchant and trading classes are fairly represented and the proportion of Sudra pupils—77 per cent.—is also satisfactory, but the entire absence

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of artizans indicates the unsympathetic attitude of this section of the population towards even practical education.

The teaching staff is adequate and well qualified, and the successful nature of their work is fully testified to by the results at the Higher Examination in Science, Arts, and Industries, and the Middle School examination. The evening classes in Book-keeping, Correspondence and Phonography also acquitted themselves satisfactorily at the public examinations. The Director is glad to learn of the appointment of an English graduate as Head Master and trusts that, under his supervision, the school will produce even better results than it has in the past. As suggested by Dr. Duncan, the school should be capable of training youths not only as clerks and subordinates, but also as managers of business houses and large firms.

The total cost of the institution was Rs 7,078, of which Rs. 2,545 or 36 per cent. was met from fees and Rs. 840 from Provincial funds. A little over 50 per cent. of the total expenditure was met from endowments under the control of the managers.—*Pro. No. 4436 of 7th May 1890.*

EDUCATIONAL NOTIFICATIONS.

GAZETTE NOTIFICATIONS.

Fort St. George Gazette, Tuesday Evening, May 6th 1890.

Dr. J. Bradshaw, Inspector of Schools, Central Circle, leave on medical certificate for one year from or after the 6th May 1890, under article 369 of the Civil Service Regulations.

Mr. T. T. Logan, Inspector of Schools, Madras, has been permitted by the Right Honorable the Secretary of State to return to duty within the period of his leave.

Fort St. George Gazette, Tuesday Evening, May 13, 1890.

Miss Sarah Govindurajulu, Sub-Assistant Inspectress of Girls' Schools, Second Range, to act as Inspector of Girls' Schools, Northern and Central Circles, during the absence of Mrs. I. Brander on furlough, or until further orders.

Fort St. George Gazette, Tuesday Evening, May 20th 1890.

Surgeon-Major H. Allison, M. D., Professor of Anatomy, Madras Medical College, to be in charge of the Chair of Pharmacy and Materia Medica in that College, without prejudice to his own duties, *vice* Surgeon W. B. Browning on other duty.

Mr. G. Bickle, to act as Inspector of Schools, Central Circle *vice* Dr. J. Bradshaw on leave. To take effect from the date of his relief in the Southern Circle by Mr. T. T. Logan.

Mr. E. Marsden, B. A., Inspector of Schools, Fourth Class, to act in the Third Class, *vice* Dr. J. Bradshaw on leave.

M. R. Ry. N. Vaidyanadha Aiyar Avargal, M. A., to act as Headmaster, Government College, Calicut, *vice* M. R. Ry. K. S. Rama Rau on other duty.

APPOINTMENTS, LEAVE, &c.,

BY THE DIRECTOR OF PUBLIC INSTRUCTION.

The Acting Director is pleased to appoint G. V. Appa Rau, Head Clerk, Office of the Assistant Inspector of Schools, First Division, to be Head Clerk, office of the Inspectress of Girls' Schools, Northern and Central Circles, sub. *pro tem.* on Rs. 50 per mensem, *vice* P. Venkatakrishnama Nayudu, deceased,—to join forthwith. Appa Rau will be on probation for 6 months and will be confirmed after that period on receipt, from the Inspectress, of a favorable report on his work. Appau Rau's certificates will be forwarded to the Inspectress for record in her office.—*Pro. No. 3687, dated 16th April 1890.*

The Director is pleased to grant M.R.Ry. S. Hanumanta Rau, Sub-Assistant Inspector of Schools, Penukonda Range, privilege leave for two months, to take effect after he has submitted all the annual returns and reports completely to the Assistant Inspector of Schools, and to appoint, subject to the approval of the President, District Board, Anantapur, M.R.Ry. P. Ramanujachâri, Headmaster, Board Normal School, Anantapur, to act as Sub-Assistant Inspector of Schools, Penukonda Range, in the Probationary class, during the absence of S. Hanumanta Rau, on leave or until further orders.

2. The declaration attached to the leave application being defective, another edeclaration should be submitted to the Director in proper form.

3. The President, District Board, Anantapur, should be addressed regarding the appointment of a successor to P. Ramanujachari.

4. Muhammad Khan Sahib, Sub-Assistant Inspector for Mappila Schools, will act in the Third Class, *vice* S. Hanumanta Rau.—*Pro. No.* 3961 *of 22nd April* 1890.

The Director is pleased to appoint, subject to the sanction of the President, District Board, North Arcot, P. C. Ragava Chetti, Gymnastic Instructor, Board Middle School, Arni, and Instructor late Government High School, Saidapet, to be Assistant Gymnastic Instructor Teachers' College, Saidapet, on Rs. 15 per mensem. To join on the re-opening of the College, after the Midsummer vacation.—*Pro. No.* 4726, *dated 14th May* 1890.

The Director is pleased to appoint Miss Sarah Shepherd to act as Headmistress, Government Girls' School, Cuddalore, *Sub. pro tem* on a salary of Rs. 30 per mensem with effect from the 15th July next.—*Pro. No.* 5032 *of 22nd May* 1890.

The Director is pleased to grant privilege leave for two months to M.R.Ry. G. S. Seshayya, Sub-Assistant Inspector of Schools, Ramnad Range, with effect from the date of his availing himself of it after the submission of the annual return, and reports, and to appoint, subject to the approval of the President, District Board, Madura, M.R.Ry. K. Duraisawmi Aiyar, Headmaster, Board Normal School, Madura, to act as Sub Assistant Inspector of Schools, Ramnad Range, in the 3rd class, during the absence on leave of G. S. Seshayya, or until further orders.—*Pro. No.* 4011. *of 24th April* 1890.

The Director is pleased to grant M.R.Ry. P. S. A. Sundaram Aiyar, Sub-Assistant Inspector of Schools, Tinnevelly Range, privilege leave for three months. He will avail himself of the leave after the submission of the annual returns and report.

The Director resolves to appoint, subject to the approval of the President, District Board, Trichinopoly, M.R.Ry. R. Krishnamachari, Headmaster, Board High School, Kulitalai, to act as Sub-Assistant Inspector of Schools, Tinnevelly Range, in the Probationary class, during the absence of Sundaram Aiyar on leave or until further orders.—*Pro. No.* 4530 *dated 10th May* 1890.

List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of "Journal of Education," from 29th April to 28th May 1890.

		RS.	A.
Head Master Municipal High School, Cannanore	for 1890...	4	8
Head Master Board Normal School, Coimbatore	do.	4	8
B. H. Chester Esq., Bellary	do.	4	8
Chairman Municipal Council, Mangalore	do.	4	8
Mr. T. Srinivasachariyar Head Master Govt., High School, Gulburga.	do.	4	8
Rev. A. A. Dignum, Salem	do.	4	8
Miss. E. A. Keely, Madras	do.	4	8
C. W. Parr Esq., Madras	do.	4	8
Hon. J. Grose M. A., C. S. Madras	do.	4	8
Chief Secretary to Govt., Financial Department Fort	do.	120	0
Head Master Ganapathi Temple Street Middle School, Mangalore	April 1890 to March 1891...	4	8
Asst. Secretary Somasundrum Library, Secunderabad	do.	4	8
President District Board, Tanjore...	do.	4	8
Head Master Venkatagiri Rajahs High School, Nellore	do.	4	8
Head Master Local Fund Middle School, Angadipuram	do.	4	8
Head Master Local Fund, Middle School, Gajapathinagram	April to September 1890...	2	8
Agent and Manager, Madras Railway, Madras,	February 1890 to January 1891.	13	8
Head Master, Middle School, Srirangam	do.	4	8
J. M. Thompson, Esq., Trichinopoly	do.	4	8
Head Master Local Fund Middle School, Cherpalchery Malabar	from May 1890 to April 1891...	4	8
Mr. L. G. Saldanha, Mangalore...	For 1890...	4	8
	Total Rs...	217	0